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AUTHOR	Ruschmeier, Veronica M., Ed.; Rockwell, Linda, Ed.
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ABSTRACT

Presented is a curriculum guide for educable mentally retarded children in primary and intermediate grades which specifies behavioral and interim objectives in the areas of basic verbal and arithmetic skills, vocational competencies, social competencies, and physical skills. Objectives such as the following are identified at the primary level: recognizes major sources of sounds such as human, animal, mechanical, or danger; understands words denoting amount; realizes that each family member has a certain task to perform at home; and knows the basics of telephone usage. Intermediate level objectives such as the following are listed: identifies spoken words that begin with the same sounds, and end with the same sound and rhyme; uses the question form "why"; and can identify and describe basic requirements for community jobs. Games, activities, instructional materials, and teaching methods are suggested which might help students meet each behavioral objective at primary and intermediate levels. Appendixes include at the primary level, a reading vocabulary list, descriptions of multipurpose materials such as puzzle cards, addresses of companies producing instructional materials or games, and additional sources of activities; at the intermediate level, a list of sight vocabulary and functional words, activities suitable for many instructional objectives, addresses of companies, and additional sources of materials. (GW)

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EMR Curriculum Guide

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Primary

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CURRICULUM GUIDE

PRIMARY

Developed by

The Curriculum Development Project for the Educable Mentally Retarded
Lake Butler, Florida

Serving the School Districts of

Baker, Bradford, and Union Counties, Florida

A Title VI-B Grant of
The Elementary and Secondary Education Act

Edited and Prepared by
Veronica M. Ruschmeier, Project Director and EMR Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist

June 1974

Copies of this Curriculum Guide may be obtained on loan from FLRS, Exceptional Child Education, Department of Education, Tallahassee, Florida 32304

Acknowledgment of the project would be appreciated when reproducing this document or any part thereof

PARTICIPANTS

The following agencies and individuals have participated in the final phase of the project: field testing and revising the curriculum:

AGENCIES

Administrative and Fiscal

Union County School Board Lake Butler, Florida	James H. Cason, III Superintendent of Schools

Cooperative

Baker County School Board Macclenny, Florida	M.J. Gazdick Superintendent of Schools
Bradford County School Board Starke, Florida	Jim Temple Superintendent of Schools
Alachua County School Board Gainesville, Florida	James W. Longstreth Superintendent of Schools
Columbia County School Board Lake City, Florida	Frank Phillips Superintendent of Schools

INDIVIDUALS

Administrative and Supervisory

Buren L. Dunavant, District Federal Projects Director, Union County
Veronica M. Ruschmeier, EMR Project Director and Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist
Yvonne Stevens, Elementary Supervisor, Baker County
Betty Allison, Exceptional Child Coordinator Columbia County
Jane Nelson, Director MR and SLD, Alachua County

Field Test Teachers:

Primary

Alachua County: Brenda Maltby
Baker County: Wanda Walker
Bradford County: Mellonease McDonald, Willie Mae Randolf Esther Tolbert
Columbia County: Hope McDonald, Margaret McGrath, Jane O'Rear
Union County: Marilyn Ericsson

Intermediate

Alachua County: Patricia Padgett, Shirlee Turner
Baker County: Nan Bowen, Ruby King
Bradford County: Patricia Sigglekow, Elizabeth Walker, Paula White
Columbia County: Eloise Green, Rosa Scott, Mary Jane Weaver

Junior High

Columbia County: Carol Howell, Sammie Everett, Wayne Hooks

Junior-Senior High

Alachua County: Judy Jeunenaz, Kandy Friese
Bradford County: Eugene Harvey, Cynthia Hebb
Columbia County: Jan Binet

Following are individuals who participated in earlier phases of the project:

Administrative, Supervisory, and Consultive

Gerald Boardman, Consultant, University of Nebraska
Jim Duncan, Consultant, Director Title III P.E. Project for M.H.
Charles Forgnone, Consultant, University of Florida
Pamela Harrington, former EMR Specialist
Joseph Marinelli, former Project Director
Mary Lou McEver, Consultant, University of Florida
Cora Mae Paganini, Consultant, University of Florida
Lucille Payne, Elementary Supervisor, Bradford County

Writing Team

Baker County: Nan Bowen, Ruby King

Bradford County: Yvonne Long, Willie Mae Randolf, Linda Rockwell, Paula White

Union County: Marilyn Ericsson, John Fielding, Helen S. Hoffman, Sharon Minshew, Janice Snodgrass

The project staff would like to acknowledge:

Landis Stetler, Chief
Virginia Eaton, MR Consultant
Pat Hollis, MR Consultant

Bureau of Exceptional Child Education, Department of Education, Tallahassee, Florida

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Veronica Ruschmeier

Linda Rockwell

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This curriculum guide is the product of an ESEA Title VI-B grant awarded to Baker, Bradford, and Union Counties Florida for a three year period from July 1971 - June 1974. The three years corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. The educational and vocational needs and resources of the three counties were surveyed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Procedure Manual For Conducting A Needs Assessment and A Summary Of Findings And Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded In Baker, Bradford And Union Counties.

During the second year; the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational Competencies, Social Competencies, and Physical Skills and four levels: Primary (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15) and Senior High (CA 16 and older). For each area, a terminal objective was written and within each area and level several Interim Objectives were written. Fianlly, a team of teachers from the three countis, whose classes ranged from primary through secondary EMR, revised the Terminal and Interim Objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives For The Educable Mentally Retarded.

The third phase, which was begun during the second year but expanded during the third year was field testing. A total of 38 teachers of EMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriatness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Secondly, teachers were asked to suggest activities and materials for the accomplishment of the objectives. Feedback from the teachers was obtained through:

(a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.
(b) A workbook in which teachers wrote the activities, materials, and resources used for each objective and comments regarding the objectives.
(c) A random sample of test items was given to some of the students to determine appropriatness of the objectives.
(d) The EMR Curriculum Specialist met with teachers in groups and individaully to discuss the objectives.

On the basis of the information thus obtained objectives were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.

Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

Numbering of Objectives

The first letter refers to the level

P = Primary
I = Intermediate
J = Junior High
S = Senior High

The second letter or group of letters refers to a general area of learning:

L = Listening
Sp = Speaking
R = Reading
W = Writing
A = Arithmetic, Facts and Processes
A(M) = Arithmetic, Money
A(T) = Arithmetic, Time
A(Ms) = Arithmetic, Measurement
E = Environmental Awareness
V = Vocational
S = Social
P = Physical

The number preceding the decimal refers to the interim objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objective of the fifth interim objective of Primary Arithmetic (Facts and Processes).

Using the Objectives

In an attempt to provide a sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selection of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermore, often one activity can test several objectives. Generally it is recommended that objectives be presented as a test item first -- a pre -- test -- and if the student has not passed the item, then activities be conducted to instruct toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each Specific Objective. The Specialists combined these within each Interim Objective for ease of use and added additional activities and materials.

The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for several objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and language skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High Level).

Recording Student Accomplishments

Teachers in the participating counties are being asked to develop a system of recording objectives achieved by each student. Eventually it is anticipated that the same system would be used by all teachers. One suggestion has been a small booklet listing each objective and three point checking system (e.g. complete acquistion of objective, occasional demonstration of skill, no success with objective yet or no exposure). Another suggestion has been a single card for each level or a file folder with objectives for each level on the four sides. These might be arranged in a square with the four goal areas on each side and the interim and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et at, Love Publishing Company, Denver, Colorado, 80222, page 137 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will elimate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.

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BASIC SKILLS

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GOAL

Upon completion of the EMR program the learner shall demonstrate an ability to use the basic language skills (listening, speaking, reading, and writing) and arithmetic to successfully compete in the world of work. He shall demonstrate an awareness of his environment.

TERMINAL OBJECTIVE

The EMR learner will exhibit proficiency in receptive and expressive language skills

LISTENING

Primary Listening - 1 - Identifies directions of sounds

PL1.1 Presented with 3 sounds the student will point to the direction from which all 3 sounds orginate without visual clues.	Game - "Where Do Your Hear Me ?" Place a blindfolded child in a chair and choose another child to make noises at various locations. Child in chair must point in the proper direction. "Hide The Bell" : Students cover eyes while "It" hides a bell, ringing it until he gets to the hiding place. "It" moves away. The students look for the bell and the one who finds it becomes "It". "Blind Man's Bluff"

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Primary Listening - 2 - Identifies major source of sounds, such as human, animal, mechanical, nature, danger

PL2.1 Presented with 4 pairs of sounds, one which is human and one which is animal, the student will state which is animal and which is human with no more than 1 error.

PL2.2 Presented with 4 pairs of sounds, which is mechanical and one which is natural, the student will state which is mechanical one which is natural with no more than 1 error.

PL2.3 Presented with 4 pairs of sounds, one which indicates danger and one which does not indicate danger, the student will state which indicates danger and which does not with no more than 1 error.

Have studens help prepare tapes of the various sounds. Make drawings or use cut out pictures to make posters, bulletin board displays, etc. of the source of the sounds. Students listen to tapes: Clap when a certain sound is heard, hold up picture when given sound is heard. etc.

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44 Sounds Language Program - Hear Something See Something Book I and II
DLM: Familiar Sounds
Folkways: Sounds of Animals, Sounds Of My City, Sounds of the Country, Documentary Sounds

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Primary Listening - 3 - Distinguishes between opposite sounds

PL3.1 After listening to pairs of sounds created by the same instrument or person that vary only in pitch, and presented with each pair a second time the student will raise his hand when he hears high or low as requested by the teacher with no more than 1 error.	Play a variety of instruments: pitch pipe, xylophone, recorder, guitar, auto harp, piano, human voice, etc. Sing songs that start soft and get louder. Play instruments or recordings at various distances from student. Demonstrate Morse Code
PL3.2 After listening to 4 pairs of sounds one pair at a time, created by the same instrument or person that vary only in loudness and presented each pair again, the student will raise his hand when he hears loud or soft as requested by the teacher.	Variety of musical and rhythmic instruments. Any recordings
PL3.3 Given one sound originating from a near source and one from farther away, the student will state which sound is close and which is far away with no more than one error in 5 attempts.	
PL3.4 Given one long and one short sound (in duration), the student will state which is long and which is short with no more than one error in 5 attempts.	

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Primary Listening - 4 - Recognizes and discriminates among rhyming words

PL4.1 Presented orally with 10 pairs of words, 5 pairs which rhyme and 5 pairs which do not rhyme, the student will state which pairs rhyme and do not rhyme with no more than 2 errors.

PL4.2 Presented orally with 5 stimulus words the student will orally respond with a rhyming word for each stimulus word with no more than 1 error.

Students listen to nursery rhymes and children's poems. Students make posters, booklets, or bulletin board displays of pictures of objects that rhyme. "Go Fish" or "Old Maid" using rhyming objects. Team game: Team members take turns saying a word; corresponding member on second team responds with a rhyming word

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Board Game, Buzzer Board, Sorting Tray, Concentration, Puzzle Cards using rhyming words (See Appendix B)

Instructo: Rhyming word set
Ideal: Rhyming ZigZag Game, Rhyming Objects
Continental Press: Rhyming. Level A-C
Educational Activities: Discovering Rhythm and Rhyme in Poetry
Folkways: Nursery Rhymes

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Primary Listening - 5 - Identifies the initial sounds of spoken words

PL5.1 Given words orally, all beginning with the same initial consonant except one, the student will repeat the word that begins with a different sound with no more than 1 error.

PL5.2 Given 3 sets of 3 words orally which begin with the same initial consonant, the student will respond verbally with another word which begins with the same sound with no more than one incorrect response

Game - Variation of "Muscial Chairs" - Teacher calls out words beginning with the same initial consonants, when a word beginning with a different sound is spoken, children must find a chair. Read stories which repeat a beginning sound. Students make posters, bulletin board displays, or booklets illustrating different beginning sounds.

Electric Company
Sesame Street
Instructo: Beginning Sounds Flannel Set
Beginning Sounds Lotto

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Primary Listening - 6 - Can attend to short stories, music and other experiences

PL6.1 When hearing another student relate an experience, the student will remain quiet and attentive as determined by the teacher observations.	Begin with very short time (for some students, maybe a matter of seconds), reward for attentive listening, gradually increase time. Keep interests of students in mind. Play Gossip. For PL6.4 be sure students are prepared for expected behavior as well as content of assembly or purpose of trip
PL6.2 Presented with a story of no more than 5 minutes duration, the student will remain attentive to the teacher's satisfaction.	
PL6.3 Presented with a short musical composition, the student will remain quiet and attentive until the end of the presentation as determined by the teacher.	AGS: Goldman Lynch Sounds and Symbols Kit, Stories. fairy tales and children's classics, records and tapes of stories
PL6.4 Placed in a field trip or assembly situation the student will exhibit quiet and attentive behavior as determined by the teacher.	

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Primary Listening - 7 - Listens to specific in oral materials

PL7.1 Presented with a selection of music and instructed to listen for a specific sound (drum, bell, etc.) the student will indicate when he has heard that sound in manner prescribed by the teacher.	Begin with very obvious details, e.g. a drum, a laugh, a shout, etc. Make up simple stories such as Willie Whistler, Sally Sneezer, students make appropriate noise at the word whistle or Sneeze. Students take part in finger plays and action songs. e.g.Going on a bear hunt, If you're happy and you know it etc. Play I went to the store (on a trip, on a picnic, etc.) in which objects are repeated. When a student omits one, have others try to supply it.
PL7.2 Presented with an oral presentation (story, poem, instruction, etc.) and instructed to listen for a specific detail, the student will cite that detail in 3 out of 4 cases	
PL7.3 Given the same oral material twice an addition made in the second presentation, the student will explain the addition 90% of the time.	records and tapes of musical selections.
PL7.4 Given the same oral material twice with an omission made in the second presentation the student will explain the omission 90% of the time.	

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Primary Listening - 8 - Repeats a sequence of simple sounds words and events

PL8.1 Presented with 5 simple rhythmic patterns, the student will imitate them in the same way they were produced (clapping, tapping, etc.) having at least 4 correct.	March to rhythm instruments or exagerated rhythmic speaking. Variation of Simon Says, Spelling Bee, Gossip. Have students join in on known parts of favorite action songs, finger plays, stories, nursery rhymes. Include stories with nonsense syllables (e.g. Jack in the Beanstalk with "Fe, fi, fo, fum).
PL8.2 Presented with a sequence of 3 nonsense syllables the student will repeat the sequence in 3 out of 4 cases.	
PL8.3 Presented with a sequence of 4 words or numbers the student will repeat the sequence in 3 out of 4 cases.	Rhythm Instruments PLDK: Level K - xylophone; Level II - Patterning Time Level III - Memory Time Recording: Let's Make a Pretty Sound by Ella Jenkins
PL8.4 Given 5 sentences of at least 5 words each, the student will repeat at least 4 of the sentences without error.	

Primary Listening - 9 - Listens to instructions and can follow a sequence of directions

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PL9.1 Given oral instructions which require three steps, the student will carry out the instructions to the satisfaction of the teacher 4 out of 5 times.	Variation of "Mother May I?" using 3 directions. Silly Relay: Place objects such as chair, hat, eraser in front of each team. Give directions such as: sit on the chair, put on the hat, then jump over the eraser. Play in relay fashion. Later give first player on each team one set of directions, second players a different set, etc. Give a series of 3 directions to be completed on a ditto (e.g. put an X on the cat color the hat red, draw a circle around the boat)
PL9.2 Given a set of 3 simple activities to perform (open window, sharpen pencil, walk around a desk, give someone something) the student will excute them in their proper sequence on 4 occasions with no more than 2 incorrect sequences.	Teacher made tapes of directions PLDK II page 25, 26, 35

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Primary Listening - 10 - Can retell a story

PL10.1 After listening to a story, the student will answer one question about the story without error.

PL10.2 After listening to a story, the student will sequence 3 pictures depicting the events of the story in 2 out of 3 cases.

PL10.3 After listening to a story, the student will retell the story with the aid of pictures that he has sequenced, to the teacher's satisfaction in 2 out of 3 cases.

PL10.4 After listening to a story, the student will retell the story without aids to the satisfaction of the teacher in 2 out of 3 cases

Read and tell stories frequently. Discuss and ask questions following very short stories or segments of stories. Use sequence cards while telling story then tell story while students arrange cards. Show just the cards and have students tell the stories.

Variety of Stories, fairy tales.
PLDK II pages 19 and 22
DLM Sequential Pictures Cards
Instructo: Lets Learn Sequence

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SPEAKING

Primary Speaking - 1 - Can make known his personal needs and wants

PSp1.1 Faced with a situation in which he needs to leave the room (i.e. go the bathroom, get a drink of water, go to the nurse or office), the student will clearly state where he would like to go and for what purpose to the teacher's satisfaction.	Discuss accepted procedures for making needs known. Create role play situations such as teacher and student, child and parents in which there is a need.
PSp1.2 Faced with a situation in which he is uncomfortable due to his physical enviornment, and this situation could be remedied by the teacher, the student will clearly state his complaint to the teacher's satisfaction.	
PSp1.3 Placed in a simulated home life situation in which he is faced with a need or want, the student will identify the appropriate family member or friend to whom he would take his problem.	

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Primary Speaking - 2 - Orally shares experiences with others

PSp2.1 Presented with opportunities to share an experience with the teacher, the student will orally describe and relate the experience to the teacher's satisfaction.	Provide frequent structured and unstructured opportunities for conversation and for "private talks" with teacher. If student is not spontaneous ask leading questions. Whisper a question to student and have him draw a name of the classmate by whom the question is to answered. Questions such as: What kind of pet do you like most? What did you see on T.V. yesterday? What do you like to do? etc. Game: What did you see? (on the way to school, on T.V., on a trip around the school, etc.) Each student names one thing.
PSp2.2 When asked a question by one of his peers, the student will clearly and correctly state an answer to the teacher's satisfaction.	
PSp2.3 Provided with opportunities to speak in front of students, the student will verbally relate a personal experience once a week to the satisfaction of the teacher.	

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Primary Speaking - 3 - Recognizes and names familiar objects

PSp3.1 When shown 10 objects from the classroom, the student will name each one correctly.

PSp3.2 When shown pictures of 10 classroom objects, the student correctly name each object.

PSp3.3 Presented with verbal descriptions of 10 classroom objects , the student will correctly name each object.

PSp3.4 Provided with 10 classroom objects, the student will without visual clues, tactually identify each object.

Children take turns naming objects in room until no more are thought of. Record objects named. Name any objects missed and repeat at another time to see if more are named. Children make up song similar to old McDonald or 12 Days of Christmas naming and repeating classroom objects. Have one student close his eyes and hold out his arm. Spin him around, have him open his eyes, and name the object nearest to where he is pointing. He then selects the next child. Place pictures of objects on floor. Play Spin The Bottle naming picture to which the bottle points. I Spy or What Am I? riddle games. Students either decide themselves on object to describe or select one from a box. The student guessing the object describes the next one. Have treasure hunts. When using tangible reinforcers (pennies, gum, candy, pencils, small toys, etc.) show students the rewards then place in a box or bag and have student select the one he wants by feeling it.

PLDK Picture Cards

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Primary Speaking - 4 - Can handle opposites (See also PA1)

PSp4.1 When shown 5 pairs of objects having opposite qualities, the student will point to the object representing the quality requested by the teacher in at least 4 cases (e.g. big - little, large - small, wide - narrow, dirty - clean, many - few).

PSp4.2 When shown 5 pairs of pictures of simple opposites, the student will point to the picture representing the quality requested by the teacher in at least 4 out of 5 cases. (e.g. tall - short, old - young, sad - happy, on - off, fast - slow).

PSP4.3 Given the opportunity to tactually and visually examine 5 pairs of objects having opposite qualities, the student will select the object with the quality requested by the teacher in at least 4 out of 5 cases.

Variation of concentration using milk cartons with tops removed for concrete objects (big and little paper clips, wide and narrow ribbon, dirty and clean eraser, rough and smooth fabric, many and few beads, etc.). Brainstorming: students name as many objects of a given quality as they can. Use words descriptive of opposite qualities frequently. Variations of Old Maid and Go Fish, Pass It Relay: students pass objects describing tactile quality (e.g. student says "rough" as he passes an emery board, smooth as he passes a marble, fuzzy as he passes a peach, etc.). Treasure hunts finding objects of given qualities.

Variety of classroom and common household objects

Board game, Buzzer Board, Sorting Tray, Concentration, Puzzle Cards (See Appendix B)
PLDK - Pictures, any level
DLM - Antonym Cards
MB - Opposites flannel board objects
Instructo - Discovering Opposites, Opposites Concepts

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Primary Speaking - 5 - Can use affirmative and not statements

PSp5.1 Shown 10 objects about which the teacher asks a question requiring a positive response, the student will respond with a positive identity statement in 9 out of 10 cases (e.g. while holding up a pencil the teacher asks "Is this a pencil?" Response: "Yes, that is a pencil"

PSp5.2 Shown 10 objects about which the teacher asks a question requiring a negative response, the student will respond with a negative identity statement in at least 9 out of 10 cases (e.g. while holding up a ruler the teacher asks "Is this a pencil?" Response: "No, that is not a pencil.")

PSp5.3 Shown an object about which the teacher asks a simple question, the student will correctly respond with either positive or negative identity statement to the satisfaction of the teacher.

PSp5.4 Shown 10 objects or pictures of objects to which something can be done, the student will respond correctly with a positive statement when the teacher questions him in 9 out of 10 cases. (e.g. While holding up a pencil the teacher asks "Can the pencil be sharpened?" Response: "Yes, the pencil can be sharpened.")

What is it?: One team asks "Is this a ____?" or "Can a ____?" questions. Other team gets 1 point for correct answer, one point for sentence. Grab bag: Student selects object, asks question, and calls on another student for answer. If answer is given in correct sentence that student selects next object.

Common classroom and household objects.

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PSp5.5 Shown 10 objects or pictures of objects to which something can not be done, the student will respond with a negative statement when the teacher questions him in 9 out of 10 cases. (e.g. while holding up an onion, the teacher asks "can the onion be sharpened?" Response: "No the onion can not be sharpened.")	
PSp5.6 Shown 10 objects or pictures of objects about which the teacher asks a question the student will respond to each with either a can or can not statement in 9 out of 10 cases.	
Primary Speaking - 6 - Can handle simple if/then deductions	
PSp6.1 Given 10 simple causal relationships (e.g. "If I'm thristy, I get a drink") the student will say "yes" if the relationship is valid and "No" if it is not in 9 out of 10 cases.	Sample relationships, thristy - drink, tired - rest or sleep, funny - laugh, sad - cry, hungry - eat, raining - use umbrella or wear raincoat, etc. Use game type activities similar to PSp5.
PSp6.2 Presented with the first part of a causal relationship statement, the student will correctly respond with the concluding part of the relationship in 4 of 5 cases (e.g. the teacher states "If you are thirsty, then what would you do?" Response: "I would get a drink" or "Get water" etc.)	

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Primary Speaking - 7 - Can Whisper

PSp7.1 When asked to speak softly (voiced), the student will speak in a soft voice which can be understood to the satisfaction of the teacher.	Sing songs varying in volumn. Tape loud, soft, and whispered voices. Have students feel teacher's throat and their own as they whisper and talk. Simon Says variation. Gossip game. Make up Simon's Rules (Simon says whisper in the library. Simon says speak softly when someone is doing their school work. Simon says speak loudly to call someone's attention on the playground etc.) Provide role play situations requiring whisper, soft, or loud voice. In actual situations ask, "What kind of voice did you just use?"
PSp7.2 When asked to whisper (voiceless) the student will whisper and be understood to the satisfaction of the teacher.	
PSp7.3 Presented with a variety of situations, either pictured, described, simulated, or actual, 3 of which require a whisper, 3 of which require speaking softly, and 3 of which require speaking loudly, the student will state the appropriate voice level for each situation to the satisfaction of the teacher.	
PSp7.4 The student will state 3 circumstances in which he should whisper or speak softly.	

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Primary Speaking - 8 - Can tell a simple story

PSp8.1 After hearing someone read a story of less than 5 minutes duration, several times, the student will retell the story including 3 of the details and determined by the teacher.

PSp8.2 Presented with sequence cards or pictures depicting an action, the student will describe the action in the form of a story containing 3 main thoughts to the teacher's satisfaction.

PSp8.3 Presented with an object, or picture of a person or place, the student will relate a story concerning the stimulus to the satisfaction of the teacher.

(See also PL6, PL10)
Read and tell stories frequently. Ask questions to elicit details. Have group retell stories. Help students dramatize stories. Use sequence cards to retell story and to make up stories. Have some students dramatize a picture while others tell what they are doing. Have students record their stories. Correlate stories with other activities (Social, Vocational, Environmental, etc.)

Stories from books selected by students, children's favorites, AGS: Goldman Lynch Sounds and Symbols stories, PLDK stories and pictures, comic strips

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Primary Speaking - 9 - Uses complete sentence when speaking

PSp9.1 When asked a question requiring more than one word answer, the student will respond with an appropriate phrase or sentence as judged by the teacher.	Praise complete sentencies. In games requiring oral response, give one point for correct answer, one point for complete sentence.

Primary Speaking - 10 - Can state personal data

PSp10.1 The student will state his first and last name with 100% accuracy.	Help students make "A Book About (Name)" including personal data, pictures of himself and family and of things he likes, his house, his pets, etc. (may be photos, drawings, or pictures cut from magazines). Help him tape record his stories. Provide frequent opportunity for going over and listening to his tape. Tape data on a card recorder (e.g. Language Master) for practice. Provide frequent opportunity for repetition of data, e.g.: each child introduces himself to visitors; each morning help students say name, age, date of birth, address, and telephone number; use personal data for calling on students (e.g. Will the boy whose birthdate is May 1, 1968 please close the door?). Have students make bulletin board displays for review of personal data, e.g. birthday cakes with name, age, and appropriate number of candles; chart with names and birthdates, when student says birthdate he can paste on candles; color telephones and write phone numbers on for each child; make a display of houses and/or Post Office with mailing address of each child on a house or the Post Office. Use real or toy telephone and have students call their home (correlate with telephone usage).
PSp10.2 The student will state his age with 100% accuracy.	
PSp10.3 The student will state the month, day, and year of his birth without error.	
PSP10.4 The student will state his street address, town and state with 100% accuracy.	
PSp10.5 The student will state his phone number with 100% accuracy.	

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Primary Speaking - 11 - Uses appropriate common greetings and response

PSp11.1 The student will answer the telephone with an appropriate response in an actual or simulated situation with 100% accuracy.

PSp11.2 In 10 created situations in which he must ask the teacher or another student for something, the student will use the word "please" in at least 8 of the situations.

PSp11.3 The student will give one example of when he should use each of the terms "hello" and "good bye".

With real or toy telephone, have students call each other. Create situations such as "forgetting" to give a needed tool for completion, of a task, keeping some needed items out of reach, etc. so students must ask for them. In these or real situations, remind students of "Magic Words". Create role play situations requiring common greetings and courtesies.

Hayes: Good Manners Posters

READING

TERMINAL OBJECTIVE

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The student will demonstrate proficiency in those reading skills which will provide him with a basis of leisure time and vocational reading activities.

Primary Reading - 1 - Attends to detail and sequencing in pictures and stories

PR1.1 Shown a group of 5 familiar objects which are then covered while one object is added, the student will point to the added object in 4 out of 5 cases.

PR1.2 Shown a group of 5 familiar objects which are then covered while one object is removed, the student will state which object was removed in 4 out of 5 cases.

PR1.3 Presented with 5 multi-stimuli pictures, the student will point to 3 details as requested by the teacher in 4 out of 5 cases.

PR1.4 Shown pictures of 5 pairs of similar objects which contain one difference, the student will point out the difference in 4 out of 5 cases.

(a) Identifying added or removed object. Call activity "Magic Trick". Begin by holding up all objects (including the one to be added or removed) and having students name them to be sure all are known to the students. Then place all (or all but one) on a table. At first it may be necessary to use only one or two objects. Cover with towel or cloth, or hide with paper, while object is added or removed. Ask student to tell which was added or removed. Gradually increase difficulty, using more objects and not naming all objects, until objectives are met. Let children take turns being "Magician" once they understand the game. Chalkboard, flannel board, and peg board may be used for variety.

(b) Identifying Details in Pictures. Begin with pictures of very few objects (e.g. an airplane and car). Gradually progress to more objects finally to a screne containing many objects such as PLDK "I Wonder" or "Story" Cards, or magazine pictures.

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PR1.5 Shown pictures of 3 groups of 3 objects containing a similar element, the student will point out the similarity in 2 out of 3 cases. (e.g. a man wearing a hat, a horse wearing a hat, and a hat on a hat rack.)

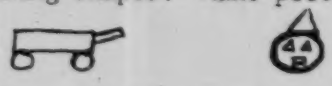
PR1.6 Shown 5 groups of 5 shapes (not necessarily geometric shapes) any number of which may be identical, the student will point out those which are alike in 4 out of 5 cases.

PR1.7 Shown 5 groups of 5 geometric shapes any number of which may be the same shape (but not the same size), the student will point out those with the same shape in 4 out of 5 cases. (e.g. 3 circles of different sizes, one square and one triangle).

PR1.8 Shown 10 rows or sets of 4 pictures, 3 of which are related and one of which is not, the student will point out the unrelated illustration in 9 out of 10 cases.

PR1.9 Shown 3 sets of 3 picture cards that depict the sequence of an action, the student will arrange the cards in correct story sequence in 2 out of 3 cases. (See PSp 8)

(c) Seeing Similarities and Differences. Begin with very obvious differences. Students trace transparent sheet and lay it over second picture to detect difference. Trace two pictures and tell difference. Color parts that are the same. Make three flannel board pictures: One complete, two with parts missing (e.g. (1) a girl, wheelbarrow, and house (2) a girl and wheelbarrow (3) a girl and house) and have students complete picture, or three identical pictures and have student add an object to each (e.g. a flower). Match shapes on flannel board, in piles, by coloring, etc. "GO Fish" and "Old Maid" using shapes. Make pictures from cut out shapes.



(d) Related objects. Begin with very similar objects (e.g. 3 different colored crayons and a block), progress to more distantly related objects (pencil, pen crayon, and block). Use concrete objects, then pictures.
(e) Sequence: see also PL9, PL10 and PSp8. Discuss daily sequence of activities, move to story cards beginning with familiar stories correlate with other areas (environmental, social, math, etc.)

Buzzer Board, Board Game, Bingo, Puzzle Cards, Concentration, Sorting Tray (See Appendix B)
AGS: PLDK-K Group Pictures I. "story" or "I wonder" Cards
Continental Press: Visual Discrimination, Level A,B
Seeing Likeness and Differences Level I pages 7 - 12
Thinking Skills Level A pages 13 - 24, B pages 16 - 24, C pages 23 - 24
DLM: Visual Discrimination Flip Books; Visual Discrimination Matching cards; same or different Design Cards; Sequential Picture Cards
Hayes: Readiness in Reading - Objects Similarity
Instructo: Lets Learn Sequence Cards
MB - Sequence Cards
Magazine Pictures, Parquetry blocks

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Primary Reading - 2 - Reads letters of the alphabet

PR2.1 Given 10 sets of letters, each set containing two identical letters and one different letter, the student will point out the different letter in 9 out of 10 sets.

PR2.2 Given 5 or more upper case letters and the corresponding lower case letters, the student will match them correctly 9 out of 10 times.

PR2.3 Shown each lower case letter of the alphabet, the student will state the name of each letter in 2 out of 3 trails.

PR2.4 Shown each upper case letter of the alphabet, the student will state the name of the letter in 2 out of 3 trials.

Students trace letters, make crayon rubbings using sand paper letters, make alphabet books, matching activities. Begin with just visual matching then add naming letters. Games: Concentration; Old Maid; Relays in which each player is given a letter, runs to board and picks up matching letter and returns to team. Who Matches Me? in which one student holds up a letter and the student in the class with the same letter stands; Bingo either where letters are just shown or are named. Treasure hunt either with just finding letters hidden in room or naming them as they find them. Other activities: finding as many of a given letter on a page from the newspaper in a specific amount of time; stepping stones saying letters as they're stepped on; write a letter on the back of each student's hand each day. Bulletin Board Activity: Make a column of 5 or more upper case letters and a column of the corresponding lower case letters. Attach string to the letters of one column and make a loop at the end of the string. Place straight pins next to the letters of the second column. Student loops string over appropriate pin.

Buzzer Board, Sorting Tray, Puzzle Cards, Concentration (See Appendix B) Magnetic alphabet; alphabet cards; sand paper letters. Wooden letters (e.g. Instructo); letter stencils (e.g. Pumpkinseed); alphabet mobile
Continental Press: Visual Readiress I pages 19 - 21, II pages 7 - 11, III pages 15-18; Visual Discrimination III pages 1 - 5

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Primary Reading - 3 - Recognizes important signs (See also PP17)

PR3.1 Shown pictures of 5 important signs such as stop, traffic light, walk, don't walk, exit, railroad crossing, Skull and Crossbones, etc., and then given an oral interpretation of the meaning of one of the signs, the student will point out the sign whose function was described in 4 out of 5 cases.

PR3.2 Shown any 5 important signs (telephone, bus stop, Ladies, Gentlemen, Girls, Boys, School Crossing, exit, etc.) the student will read each sign (if it has words) and explain its meaning 4 out of 5 cases (See PP17)

Take walks using signs. Students perform appropriate action
Draw a "town" on large paper including streets; put small signs on popsicle sticks and put sticks in a wad of clay; place signs at appropriate places of "town"; students play with miniature cars and trucks observing signs. Bingo "calling" the signs by showing them or describing their meaning and location.

Mead Educational Service: Safety Adapter Set
DLM: Functional Words
WASP: 54 Functional Words
General Learning Corp.: International Traffic Sign Set; Hardboard Traffic Set
Childcraft: Block Play Traffic Set; Traffic Sign Set; 4 Way Traffic Light
Resource People: Police, Highway Patrol (Correlate with PV5)

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Primary Reading - 4 - Recognizes and names colors

PR4.1 Presented with at least six objects that are red, blue, and yellow, the student will sort the objects by color in 2 out of 3 cases.

PR4.2 The student will name 3 objects in his environment which are red, 3 which are blue, and 3 which are yellow in 2 out of 3 different situations.

PR4.3 Given at least 18 objects, two of each of the following colors, red, orange, yellow, green, blue, purple, black, white, and brown, the student will sort the objects by color in 2 out of 3 cases.

PR4.4 When shown examples of the basic colors (red, yellow, orange, yellow, green, blue, black, white, and brown), the student will name the color of each sample shown in 2 out of 3 cases.

PR4.5 The student will read the words red, , and blue without visual color clues with 100% accuracy.

Activities can be conducted with or without color cues and with or without color words, depending upon the objective. Game: Stand-Up Match in which half of students are given blocks, other half paper of same colors; as one student is asked to stand and hold up his object the student with the matching color stands. Red Rover. Up for Grabs: student spins a number spinner and color spinner then takes the indicated amount and color blocks or other objects. Bingo. Other Activities: Song "Red, Red, Who is Wearing Red?"; students make scrapbooks, bulletin board displays , color boxes (shoe boxes covered with colored paper into which pictures or objects of that color are put) for each color; draw and/or color objects of a given color (the color given visually, orally, or by the printed word) ; color by number pictures.

Buzzer board, Board Game, Concentration, Storing Tray, Puzzle Cards. (See Appendix B)
Blocks, construction paper, classroom objects, magazines, beads, crayons, buttons, color cards, color charts, mobiles, etc.
AGS: PLDK: Color chips; Color Shapes Cards
DLM: Color Association Cards; Some or Different Cards.
Ideal: Color Drill Cards; Color Recognition Card
Hayes: Readiness in Reading - appropriate pages

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Primary Reading - 5 - Can read personalized experience charts

PR5.1 After class discussion of a picture, film, or other media, the student will state one sentence about the stimulus to the teacher's satisfaction.	Provide opportunity for spontaneous discussion of stimuli. Ask specific questions about stimuli. Use stimuli which correlate with other areas (enviornmental, vocational, social) and units, or which have high appeal to the students. After many opportunities to discuss stimuli, begin writing one of the student's sentences on the board or chart paper. Repeat sentence before writing it, while writing it, and after writing it. Have all participating students repeat while moving hand under words: gradually descrease number of repititions and increase number of sentences. After many group stories have students make up individual ones.
PR5.2 Provided with a picture, film or other media, and without prior discussion, the student will give one descriptive sentence about the stimulus to the teacher's satisfaction.	
PR5.3 After discussing an experience and composing a sentence describing it, the student when presented with that sentence, will read it to the satisfaction of the teacher.	Film and Filmstrips related to unit work or other objectives; fieldtrips; holidays; special days; daily occurances; news stories; magazine pictures; PLDK pictures, etc.
PR5.4 After composing his own personal experience story of 3 sentences and presented with that story in written form, the student will read the sentences to the satisfaction of the teacher.	

Primary Reading - 6 - Recognizes word families

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PR6.1 Presented orally with 10 sets of 4 words, three of which are in the same family, and one which is not, the student will state the word which does not belong (e.g. cat, fat, rat, star) in 9 out of 10 cases.

PR6.2 Presented visually with 10 sets of 4 words, 3 of which are in the same family and one which is not, the student will point out the non-family word in 9 cases.

PR6.3 Orally given two members of a word family, the student will make one additional word member by changing the first letter of the original words in 4 out of 5 different cases (e.g. given: fat, cat; student adds: sat.)

PR6.4 Given 4 written words, two of which are in the same word family and two of which are not, the student will select the two in the same family 80% of the time.

See also PL4 for words whose rhyming element is composed of the same letters, i.e. date, late, rate but not wait, late, eight. Games: Crazy 8; Musical Chairs variation (children keep walking while words of the same family are given); Relay race: for each team, write a word on top of board and additional words underneath, some of which are in the same word family as the top word and some of which are not, each player erases one non-family word. Divide into two teams, each team takes a turn saying a word of a given family. The team that thinks of the last word for that family gets a point.
Other activities: Make word trees on bulletin board with ending on trunk and words on leaves. Remove leaves and have students replace on appropriate tree.

Word Wheels, teacher made tapes, Headstart Reading Program page 132 (see also PL4)

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Primary Reading - 7 - Can read simple directions

PR7.1 Presented with the sight vocabulary words "check", "cross out", "underline", and "circle", the student will write the correct response indicator for each term in 2 out of 3 administrations of the objective.

PR7.2 When given written work to complete which contains directions to "check", "underline", "cross out", and/or "circle", the student will complete the assignment using the correct response indicator to the teacher's satisfaction.

Make cards for each word, symbol, and an example, e.g.

circle | | 1 0 3 . Students match independently or in Stand-Up-Match game. Use cards for relay race - put numbers on board; each player takes a card, marks any number (or a given number) as indicated on his card, and returns. Prepare dittos and transparancies (may correlate with other objectives) containing the directions. Complete the transparancy first then have students complete independently. Use rebus where necessary, e.g. Cross out the

Buzzer board, puzzle cards, concentration (See Appendix B) Word cards, reference chart, teacher made transparancies and dittos.

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Primary Reading - 8 - Begins to develop a sight vocabulary

PR8.1 Upon completion of the primary level of instruction, the student will recognize a minimum of 50 words from the Dolch Basic Sight Vocabulary, Dolch Common Nouns, and Additional words as found in Appendix on page 141.

Games: Word Bingo (Word-o) either matching word or finding word when said. Word Bees using flash cards; Board Game using words to be matched, to be read, and/or to be spelled out with letter cards; concentration; Go Fish, War, or other card game using word cards; checkers with words on squares; Pick-A-Slip - student picks a card which is face down on the table, if he can read if he keeps it; Fishing - attach paper clips to word cards and a magnet to a string, students fish for words which they keep if correctly named; Turn Around - students line up facing teacher, a word is shown and students knowing it turn around, the teacher calls one child and if he correctly names the word he gets a point or gets to hold the next card; Reserved Seat - place one word card face up on each chair, a student acts as "Conductor" and gives each student a duplicate card, each students finds the chair with his word; Spin the Bottle - place word cards on the floor in a circle, student spins bottle and names word to which it points. Other Activities: matching activities; use words on worksheets (name, date, color, etc.); sit in circle and give written directions, e.g. "Bobby, write your name," "Lola, bring me the box," etc.; make directions ditto, e.g. "Make a big box. Color it yellow. Make a little kitten. This pet is white," etc.; watch Sesame Street or Electric Company.

Buzzer board, sorting tray, puzzle cards, board game, concentration (see Appendix B) word banks, flash cards, pocket charts, word and letter cards.
Ideal: Reading Readiness Classpack
Childcraft: Reading Fun; Reading Readiness Puzzle; Word Grouping cards; Common Words

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DLM: Word Picture Dominoes; Make-a-word Cards
Same or Difrerent Cards

Dolch: Match Sets; Picture - Word Cards; Sort - A - Card Game

Books and reading programs according to availability and appropriateness to student. No specific reading program is listed as teachers field testing this curriculum used many different programs and because no specific program has been proven more effective than others.

WRITING

Primary Writing - 1 - Uses appropriate writing tools

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PW1.1 The student will select writing tools appropriate to tasks designated by the teacher.	Have students experiment with various tools. Discuss advantages of each under different circumstances. Have children help make instructional aids such as word and number cards, charts, puzzle cards, etc. Demonstrate appropriate grasping and manipulation frequently.
PW1.2 The student will correctly grasp and manipulate the appropriate writing tool for a given task as determined by the teacher.	Primary and regular pencils and crayons, pens, chalk, felt tip markers, pencil grips if necessary (e.g. DLM)

Primary Writing - 2 - Colors within lines

PW2.1 Given a simple picture to color the student will complete the assignment by staying within the lines in 4 out of 5 attempts.	Begin with very simple pictures, e.g. one large ball, kite, heart, etc.; progress to large single outline pictures, e.g. animal, truck, train; then to pictures with some detail. Correlate with other objectives. Holiday and unit related pictures Simple Coloring Books

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Primary Writing - 3 - Stays within lines (as in mazes)

PW3.1 The student will cut with scissors within a double - line "tunnel", shaped in a curve or other shape, whose "walls" are 1/2" apart, in 4 out of 5 attempts.	Begin with random cutting, progress to cutting around objects, then within a straight line, within a curved line, on a wide line. Combine with other objectives e.g. cutting out shapes for matching activities, making puzzle cards, cutting out magazine pictures for booklets, etc. For drawing within a maze, begin with larger tunnels if necessary, and with very simple mazes (a striaght line, a curved line, going to more complicated mazes)
PW3.2 The student will cut along a curved line or other shape with scissors staying on the line or within 1/8" of the line in 4 out of 5 attempts.	
PW3.3 The student will draw a line in a maze the tunnel of which is 1/4", without lifting his pencil or going outside the maze, in 3 out of 4 attempts.	Double handled and regular scissors for both right and left hands. Continental Press: Visual Readiness Skills I pages 1 - 3 DLM Eye-Hand Integration Exercises

Primary Writing - 4 - Can trace and follow dots

PW4.1 The student will complete 4 out of 5 tracing assignments by staying within 1/8" of the model.	Begin with rubbings and large stencils if necessary. Use large crayons and felt tipped pens before pencils. Have students help make flash cards, puzzle cards, charts, etc. by tracing over pencil line with crayon or marker.
PW4.2 The student will complete 4 out of 5 a connect -the-dot assignments involving numbers commensurate with his ability to count, to the satisfaction of the teacher.	Frostig: Beginning Pictures and Patterns Ideal: Sewing Cards; Perceptual Development Cards Continental Press: Visual Readiness I pages 4 - 6; Visual Motor Skills I pages 1 - 4, II pages 1 - 2 Dot to Dot drawings from coloring books.

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Primary Writing - 5 - Copies and completes simple designs

PW5.1 Given a complete design in blocks, pegs, or beads, and another incomplete but matching design, the student will finish the incomplete design without help in 4 out of 5 attempts.

PW5.2 Given a complete design in blocks, pegs, or beads, and another set of blocks, pegs, or beads the student will copy the orginal design without help in 4 out of 5 attempts.

PW5.3 Given a complete simple design or drawing and a matching but incomplete design, the student will finish the incomplete design so that it bears a reasonable likeness to the orginal design in 4 out of 5 attempts.

PW5.4 Given a drawn design to copy which contains color, the student will reproduce the design so that it bears a reasonable likeness to the original design in 4 out or 5 attempts.

PW5.5 Given a design or drawing, the student will copy it so that it bears a reasonable likeness to the original design in 4 out of five attempts.

Begin with very simple designs: 3 or 4 beads or blocks, one or two lines of pegs, etc. and increase difficulty. Help student by pointing out the design or the missing parts.
Completion Relay: Put a simple drawing on board (Snowman, house, clown, etc.) while students watch. Draw a part of the design on two or three other places on the board. Members of each relay team add one part to the picture until it is complete.

Parquetry blocks; wooden beads: colored inch cubes; pegboards and pegs; paper grids and mucilege backed items (circles, stars, trading stamps, etc.) or inkpad stamps; simple pictures from coloring books
Continental Press: Visual Readiness Skills I pages 7 - 11, II pages 1 - 4; Visual Motor Skills I 5 - 12, II 3-12 Independent Activities I pages 1 - 11, II pages 1 - 8
Ideal: Perception - Geometric Designs, Building Bead Patterns
DLM: Parquetry Insert Boards; Parquetry Paper, Blocks, Designs; Colored Inch Cube Designs; Tangram and Puzzle cards

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Primary Writing - 6 - Reproduces lines and circles

PW6.1 With the aid of a template, the student will form at least 5 circles at the chalkboard and on paper with no more than one error.

PW6.2 The student will independently draw 5 lines and 5 circles on the chalkboard and on paper to the teacher's satisfaction with no more than one error.

PW6.3 The student will form 5 large circles on the chalkboard crossing the midline of his body with no more than one error.

Following board practice with large templates, have students use smaller templates and paper. For independent lines and circles begin with dots and gradually reduce the number of dots. With templates or free-hand have students draw superimposing circles and lines on paper and color the designs thus formed. Make scratch designs using circles and lines (cover a piece of paper with a light layer of different color crayons; cover crayon with black tempera paint or a heavy coating of black crayon; scratch through black for multi-colored design using scissors, bobby pin, paper clip, etc.)

Stencils and templates, e.g. DLM clear stencils, shapes templates; Pumpkinseed chalkboard templates.

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Primary Writing - 7 - Begins to print letters

PW7.1 Provided with models, the student will trace all the letters of the alphabet within 1/8" of the letter.	Provide complete model, then dots or part of letter. Use green and red dots for starting and stopping points. Have students help make instructional aids such as word cards. Students make their own set of alphabet cards for PR2. Board game in which student must copy letter before moving to that space.
PW7.2 Provided with a model, the student will copy each letter of the alphabet, upper and lower case so that it bears a reasonable resemblance to the original.	
PW7.3 Given any 10 letters of the alphabet orally, the student will write each one to the satisfaction of the teacher in 4 out of 5 cases.	Ideal: Alphabet cards Instructo: Wooden Alphabet Hayes: Lets write manuscript Laminated worksheets; tactile letters

Primary Writing - 8 - Prints full name

PW8.1 The student will print his full name with 100% accuracy.	Provide models to trace and copy (as7.1). Students trace or print name on all papers.

Primary Writing - 9 - Can print correctly simple words

PW9.1 Given assigned words to copy, the student will complete the assignment by using correct letter forms, making no letter substitutions or omissions, and staying on the line with no more than 1 error for each 5 words	Provide practice in copying through other activities e.g. copying experience stories (PR5), copying words from word families (PR6), making word cards (PR8), etc.

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TERMINAL OBJECTIVE

The student will demonstrate functional arithmetic skills necessary for practical independent living in society.

FACTS AND PROCESSES

Primary Arithmetic (Facts) - 1 - Understands words denoting size relationships (See also PA(Ms) Measurement)

PA1.1 Presented with 10 sets of 2 objects or pictures of 2 objects, one of which is larger than the other, the student will point to the "big" object in 5 sets and the "little" object in 5 sets with no more than one error.	(See also PSp4) Concentration; Sorting Activities; card game variations; make murals, bulletin board displays, posters, mobiles. Measure children and compare throughout year. See who can make the tallest block tower. Play "Mother May I?" using large and small steps, hops, etc.
PA1.2 Presented with 10 sets of 2 objects or pictures of 2 objects, one of which is larger than the other, the student will point to the "large" object in 5 sets and the "small" object in 5 sets with no more than one error.	Filmstrip: Troll Assoc. What's Big and What's Little? Continental Press: Measurement I pages 1 - 6, II pages 1 - 2 Sorting Tray, Concentration, Puzzle Cards (See Appendix B)
PA1.3 Presented with 10 sets of 3 or more objects or pictures of objects of various sizes, the student will point to the "largest" or "biggest" in 5 sets and the "smallest" in 5 sets with no more than one error.	
PA1.4 Presented with 10 sets of 2 objects or pictures of objects, one of which is taller than the other, the student will point out the "taller" item in 5 sets and the "shorter" item in 5 sets with no more than one error.	

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PA1.5 Presented with 10 sets of 3 or more objects or pictures of objects varying in heigh, the student will point to the "tallest" item in 5 sets and the "shortest" item in 5 sets with no more than one error.

PA1.6 Presented with 10 sets of 2 objects or pictures of objects one of which is wider than the other, the student will point out the "wide" item in 5 sets and the "narrow" item in 5 sets with no more than one error.

PA1.7 Presented with 10 sets of 3 or more objects or picture of objects of varying widths, the student will point out the "widest" item in 5 sets and the "narrowest" item in 5 sets with no more than one error.

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Primary Arithmetic (Facts) - 2 - Understands words denoting amount

PA2.1 Presented with two sets of objects, one depicting "few" and the other depicting "many", 10 times, the student will point out the set showing "few" in 5 cases and the set showing "many" in 5 cases with no more than one error.

PA2.2 Presented with two sets of objects, one of which contains more objects than the other, the student will point out the set containing "more" in 5 cases and the set containing "less" in 5 cases with no more than one error. See also PA5

PA2.3 Shown a picture of an empty and a full container or actual container, the student will point out the full or empty container in 5 examples without error.

PA2.4 After handling 10 sets of objects, each set containing 2 objects of differing weights, the student will point out which object is "heavy" in 5 cases and which object is "light" in 5 cases with no more than 1 error.

Gather classroom objects. Label few, many. Use number lines with boxes underneath containing that number of objects. Compare empty and full glasses, cups, jars, boxes. Pass around objects of different weights and compare. Have students find objects too heavy to lift (desk, file cabinet, bookcase). Observe speed of animals, machines, insects, people. Students dramatize animal movements. Move to music - fast and slow. Play Simon Says using speed or Follow the Leader. Make posters, bulletin board displays of many, few; old, young (include animals and people); fast and slow moving animals.

Concentration, Puzzle Cards, Sorting Tray (See Appendix B)
Steck Vaughn Working With Numbers Book I pages 8, 22, 41
Continental Press: Measurement I pages 7 - 12, II page 5

Weight comparison balance, e.g. DLM: Comparison Balance; Childcraft: Pan Balance Scale, Beamer Balance

DLM: People Puzzles, Antonym Cards
Childcraft: Animal Mothers and Babies Puzzles

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PA2.5 Shown 5 pairs of pictures, in which one member of each pair depicts the concept of slow and one represents fast, the student will point out the picture representing fast and the one representing slow with no more than one error.

PA2.6 Given the directions to move (walk, run, skip, etc.) in either a fast or slow manner, the student will make the appropriate movement as judged by the teacher.

PA2.7 Shown 10 pictures of animals or humans, five of which are young and 5 which are old, the student will point out the old and young animals or people with no more than one error.

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Primary Arithmetic (Facts) - 3 - Understands words denoting position

PA3.1 Presented with 6 objects held by the teacher one at a time, in a position either higher (in 3 cases) or lower (in 3 cases) than another fixed object, the student will state whether the object is either high or low with no more than one error.

PA3.2 Presented with 6 objects or pictures of objects 3 of which demonstrate the relationships "above" and 3 of which demonstrate "below" the student will state whether a given object is "above or below" another with no more than one error.

PA3.3 Presented with 3 examples in which one object is "over" another and 3 examples in which one object is "under" another the student will say the correct word to describe the given relationships with no more than one error.

PA3.4 Given 3 objects or pictures which serve as examples of the word "bottom" and 3 which serve as example of the word "top", the student will point to either the top or the bottom as directed by the teacher with no more than 1 error.

Games: Guessing Game: "I'm thinking of something that's under the clock". Student who guesses becomes "It". Team game: Give directions such as "put the ball inside the box", Team gets one point for each correct completion. Play Silly Relay (PL9) giving positional directions. Simon Says giving positional directions (Simon Says Put your hand on the bottom of your desk; raise your right hand, etc.). Hoky Pokey or Looby Loo. Children line up and switch positions as told by teacher (Sue move between Tom and Mary; now Mary get next to Bill); students sit down if they miss; last one standing is winner.
Other Activities: Give directions such as make yellow tower from blocks; make a red tower higher than the yellow; a blue tower lower. Prepare dittos and a tape with instructions such as color the box that is above the boy. Call on students by position, e.g. The boy who is behind Bill may be first on line, now the girl next to Sue can get on line behind Richard, etc. Place a number of objects on a table, have students take turns manipulating them according to directions; let children take turns giving directions. Correlate with sequence activities (Psp10, Psp8). Mark right and left hands and/or feet with tape. Have student make a ring from paper, wire, clay, etc. and have him wear it on his right hand

PA3.5 When presented with an object and a container (box, desk, room, etc.) the student will demonstrate his understanding of the words "inside" and "outside" by placing the object inside in 5 examples and outside in 5 examples with no more than one error.

Board Game, Concentration (e.g. using a ball, box, and bell in various positions, students find two pictures with same position), Sorting Tray (again using two or three objects in various positions)
Variety of classroom objects: books, blocks, beads, boxes, string, etc.

PA3.6 Presented with two objects on a table and given another object to hold, the student will place his object "between" the other two in 5 attempts with no more than one error.

Continental Press: Measurement I, 13 - 16
Frostig: Beginning Pictures and Patterns also see physical activities in manual

PA3.7 Presented with two objects on a table and given another object to hold, the student will place his object "next to" the other objects in 5 attempts with no more than one error.

AGS: PLDK I (See Teachers Manual)
Teaching Resources: Dubnoff Program 2 (see teacher's manual)

Childcraft: Space Relationship Cards;
Positional Word Pictures
Universal Education and Visual Arts: Which Way Is It?
Records and Filmstrip

PA3.8 Presented with a set of objects on a table and given a string or cord, the student will place the string "around" the objects on the table in 5 attempts with no more than 1 error.

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PA3.9 Presented with a line of no less than 3 objects or people, the student will point out the object or person that is "first" in 3 situations and which is "last" in 3 situations with no more than one error.

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PA3.10 When asked to stand at the "beginning" or the "end" of a line the student will go to the proper position in 5 situations with no more than one error.

PA3.11 Presented with a line of people or objects, the student will point out which person or object is "in front of" another in 5 cases and which is "behind" another in 5 cases with no more than one error.

PA3.12 Presented with a line of people or objects, the student will point out which person or object comes "before" another in 5 cases and which comes "after" in 5 cases with no more than one error.

PA3.13 Presented with 5 lines or clusters of objects or people, the student will point out the approximate "middle" in 4 out of 5 attempts.

PA3.14 When asked to determine the laterality of his own body parts, the student will point to or move his "left" in 3 out of 4 cases and his "right" in 3 out of 4 cases.

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PA3.15 Asked to move to the left or right (e.g. slide, stop, turn, etc.) the student will make the appropriate movement in 4 out of 5 cases.

PA3.16 Presented with an object and instructed to move it to his right or left the student will move the object in the direction requested 4 out of 5 times.

PA3.17 Presented with an object and asked to point to its right or left side, the student will point to the side requested in 4 out of 5 cases.

PA3.18 Presented with an object and asked to move to the left or right side of the object, the student will move to the requested side 3 out of 5 times.

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Primary Arithmetic (Facts) - 4 - Understands words denoting two and three dimensional shapes

PA4.1 Given 12 objects or drawings 3 of which are circles, 3 squares, 3 retangles, and 3 triangles, the student will sort the objects or drawings according to shape with no more than 1 error.

PA4.2 Given pictures of objects, 3 of which are shaped like circles, 3 squares, 3 rectangles, and 3 trangles, the student will sort the pictures according to shape with no more than one error.

PA4.3 Given 5 sets of drawings of circles, squares, rectangles, and triangles, the student will point out one example of each shape as requested by the teacher with no more than one imperfect set.

PA4.4 Given 5 sets of pictures or objects which look like circles, squares, rectangles, and triangles, the student will point out one example of each shape as requested by the teacher with no more than one imperfect set.

PA4.5 Given templates or other guides, the student will draw 5 sets of shapes, each containing one circle, one square, one rectangle, and one triangle with no more than one unsatisfactory set as determined by the teacher.

Games: Concentration; Go Fish; War; Board Game; Bingo; Hot Potato Variation - Pass Cards containing shapes or pictures which have a basic shape (ball, box, clown's hat, etc.), call the name of a shape, whoever has that shape gets to call the next one.

Other Activities: Use ice cream cone to describe cone shape; have students make cone, box, cylinder from paper. Give pictures made from various shapes. Have students color all of each shape a different color. Children make designs from shapes (either tracing, drawing, or pasting). Make ditto with basic shape on left and 3 pictures on right two of which have that basic shape (e.g. triangle, teepee, rabbit, star) and instruct students to color or circle the pictures in which they see each shape. Make booklets, bulletin board displays, mobiles, posters, etc. of pictures from magazines illustrating basic shapes. Use yarn or string to illustrate straight and curved lines as well as make basic shapes. Give students simple drawing and have him color straight lines one color, curved lines another color.

Buzzer Board, Board Game, Concentration, Sorting Tray, Puzzle Cards.
AGS: PLDK Shapes Cards
Hayes: Readiness in Reading-appropriate pages
Coronet: Stories About Shapes - record and filmstrip
Steck-Vaughn: Working with Numbers, I page 103
Instructo Publications: Shapes Chart 8 Master 1
Frostig Beginning (and Intermediate) Pictures and Patterns
Templates, Stencils, Classroon and Common household objects.

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PA4.6 Shown an example of a circle, square, rectangle, and triangle, the student will draw each shape 3 times with no more than one error for each shape.

PA4.7 Shown each geometric shape for 5 seconds, the student will draw a circle, square, rectangle, and triangle from memory on 3 different occasions with no more than one error.

PA4.8 The student will draw a circle, square, rectangle, and triangle without guides or models on 3 different ocassons with no more than one error.

PA4.9 When shown a ball, box, cone, and cylinder, the student will name each object without error in 3 out of 5 attempts.

PA4.10 Given 5 rows of straight lines and curved lines with 4 examples in each row (the number of curved and straight lines should be evenly distributed) the student will point out straignt and curved lines as requested by the teacher with no more than one error.

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Primary Arithmetic (Facts) - 5 - Is aware that number symbols stand for objects

PA5.1 Shown a simple sequence of 4 or 5 items (e.g. string of beads or colored blocks, etc.) which is then removed from the view of the student, he will repeat the sequence in 4 out of 5 attempts with no more than one error.

PA5.2 Presented with two sets of objects, each of which contains the same number of items, the student will match each object in one set with a corresponding object in the other set without error in 3 out of 4 attempts.

PA5.3 Presented with two sets of pictures or shapes drawn on the chalkboard or on paper, the student will match each figure in one set with a corresponding figure in the other set with no more than one error in 4 attempts.

PA5.4 Presented with two non-equivalent sets and asked to make a one-to-one correspondence between them, the student will state that the set having objects "left over" has "more" numbers and the set that "runs out" has less numbers in 3 attempts with no more than one error. (See also PA2.2)

See also PW5
Games: Relays - Teams match equivalent sets. War, Go Fish, other card games. Bingo (Bingo and card games can match set to set or set to numeral). Stand-Up-Match using cards with sets and/or numbers.
Dominoes
Other Activities: Have students give out straws, milk, paper etc. Point out there is one thing for each student. Later have too many or too few, ask if he had more or less items than students. Place objects in a box. Have each student take one. Have exact amount for one-to-one correspondence, different amount for more or less. Place a number of blocks on the desk, give student more than enough M and M's. If he can put down one M and M for each block, he can have the M and M's.

Sorting Tray, Puzzle Cards, Concentration, Buzzer Board Flannel board pictures, string, pegs and pegboard, Balance Scale, Number Poster Cards, Stepping Stones.

Playskool: Jumbo Beads; Colors and Shapes Game
DLM: Multivariant Sequencing Beads and Bead Patterns; Photo Number Group Card Game
Ideal: Building Bead Patterns; Peg-It-Number Boards
Steck-Vaughn: Working With Numbers I pages 4 - 6, 18 - 22, 31, 42 - 45, 48, 51, 53, 55, 57, 58.
Singer: Math Work Books K and 1st grade
Childcraft: Match It; Introset; Now Count; Number Learner; Spot the Set; Peg Numerals; Rods and counters; Number Fit
Continental Press: Number Concepts I

PA5.5 Presented with three non-equivalent sets of objects the student will point out the sets with the largest memberships or "most" and the "least" membership in 4 out of 5 attempts. (See also PA2.2)

PA5.6 Given a sample set of objects or shapes the student will construct an equal set in 4 out of 5 attempts.

PA5.7 Presented with 10 non-equivalent sets of objects or pictures of objects ranging in number of elements from 1 to 10, the student will match the written numerals 1 - 10 with their corresponding sets in 4 out of 5 attempts. (Prerequisite some progress toward PA6.1)

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Primary Arithmetic (Facts) - 6 - Understands number placement and counts to 50

PA6.1 The student will count by rote from 1 to 50 with no more than one error in 5 attempts.

PA6.2 Given 10 groups of objects (less than 50) or drawings of objects each of which contains a different number of objects the student will count the objects with no more than one error in 10 attempts.

PA6.3 After mastering the terms "before" and "after", the student will name the number which comes before or after any number within the range of his ability to count by rote, with no more than one error in 10 attempts. (See PA3.12)

Games: Have several children of about the same counting ability. Students take turns until someone misses. The last student to say a number gets a point, the next student begins again with 1. Stand in a circle, bounce a ball counting as it is bounced, pass the ball and have that person continue counting.

Other Activities: Count everthing possible in the room: crayons, desks, panes of glass, etc. Use number line for counting and for before and after. Sing number Songs (Ten Little Indians, This Old Man)

Houghton Mifflin: Place Value Kit
Steck Vaughn: Working with Numbers I pages 3, 11, 13, 15, 21, 23, 28, 37, 40, 51, 57, 59, 69, 74, 79, 98, 105, 112, 117, 119

Ideal: Number Vocabulary Cards
Number Lines; Counters, Beads, Blocks, etc;
Sorting Tray, Puzzle Cards

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Primary Arithmetic (Facts) - 7 - Begins to read and write numbers symbols

PA7.1 Given 10 number symbols in written form, the student will draw or gather the correct corresponding number of objects up to 25 with no more than 1 error in 10 attempts.	Up for Grabs (PR4); Bingo, Concentration, Card Games using written numeral and pictures of objects. Tracing and rubbings. Blindfold student and have him identify tactile numeral, or place numerals in a bag or box and have student select one by feel.
PA7.2 Provided with models, the student will trace the numbers from 1 to 10 to the satisfaction of the teacher with no more than 1 incorrect set of 10 attempts.	Buzzer Board, Sorting Tray, Puzzle Cards, (See Appendix B) Tactile Numerals, laminated cards with numbers to trace Continental Press: Number Concepts I pages 1 - 13, II pages 3, Steck-Vaughn Working with Numbers I pages 11, 13, 15, 18-20, 23-25, 29, 32, 36-40, 45, 47, 49, 51-53, 57, 78, 105, 114, 117 Frank E. Richards: Math Made Easy pages 1-8, 10-11
PA7.3 Provided with models, the student will copy the numbers from 1 to 10 to the satisfaction of the teacher with nc more than 1 incorrect set in 10 attempts.	
PA7.4 The student will write, without models, the numbers from 1 to 10 to the satisfaction of the teacher with no more than one error in 10 attempts.	
PA7.5 The student will write any number from 1 to 25 with no more than 1 error in 10 attempts.	
PS7.6 Given objects or pictures representing sets from 1 - 25 in random order, the student will count the objects with no more than 3 errors and write the number symbol representing each set to the teachers satisfaction with no more than 1 error.	

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Primary Arithmetic (Facts) - 8 - Understands ordinal numbers

PA8.1 Given a line of people or objects, the student will count ordinal numbers (first, second, third, etc.) from "first" to "tenth" with no more than one error in 5 attempts

PA8.2 Given a line of people or objects, and asked to point out the person or item which correspond to a particular ordinal number, the student will make a correct choice in 4 out of 5 attempts.

Students pretend they're on a bus; driver tells students who is to set first, second, third, etc. Have students count-off by ordinal numbers as they stand in line. Give oral directions for stringing beads, building block towers, putting pegs in board, etc. using ordinal numbers (this could be taped for independent activities)

Number line
Steck-Vaughn: Working with Numbers I pages 22, 39, 53, 58

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Primary Arithmetic (Facts) - 9 - Performs simple addition and subtraction with concrete objects and begins to use paper and pencil

PA9.1 Presented with a group of objects which is then increased to no more than 25 by adding objects, the student will count the objects in the new set in 10 attempts with no more than 1 error.

PA9.2 When presented with a group of not more than 25 objects which is then decreased by taking away objects, the student will count the objects remaining with no more than one error in 10 attempts.

PA9.3 When presented with 2 or more sets of objects which are then combined, the student will state that the operation performed is "addition" with no more than one incorrect response in 10 attempts.

PA9.4 When presented with one set of objects which is then decreased in number by removal of some objects, the student will state that the operation performed is "subtraction" or "take away" with no more than one incorrect response in 10 attempts.

PA9.5 Given two sets of concrete objects, with either a "plus" sign or a "minus" sign between them and an "equal" sign after them the student will gather the number of objects that represents the given operation with no more than one error in 10 attempts.

Bounce a ball counting with each bounce, pass the ball to a student and have him continue the counting. Place two sets of objects close together on a table, count the objects in the first set and have a student continue counting starting with the first object in the second set. Ask students how many fingers they have on a hand; if they know 5, have them begin counting on the other hand starting with 6.

Addition and Subtraction Practice:

Games:

Bingo; Card games; board games; play store; bean bag or button tossing (object tossed twice into numbered target or into partitioned box such as egg container with numbers, 2 numbers are added); Baseball (2 teams, "batter" is given a problem, if correct he goes to first base, if next "batter" answers question correctly he goes to first and the previous batter goes to second. A wrong answer is an "out"); Climb the Ladder Relay (two ladders are drawn on board with problems, players solve problem on each rung until all are solved correctly); Fishing; Catch the thief (one student hides eyes while a number of blocks are removed by a student, other students are given a different number of blocks; the first student finds the student with the right number of blocks)

Other Activities: Dot to dot drawings using addition and subtraction problems (problems are solved then lines drawn from answer of 1 to answer of 2, etc.); following the trail (problem written along a line, e.g. from rabbit to carrot, student "helps" rabbit to carrot by solving problems); cross number puzzles; Hidden pictures (make a simple picture on a ditto, divide the picture and background into odd shapes and put a problem in each shape. Have all the problems in the shapes within the picture have the same answer and all those in the background different answers. After solving all the problems the student colors those shapes with the given answer to find the picture).

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PA9.6 When presented with an already counted set of objects and with a second uncounted set, and asked to determine the total of both sets, the student will find the sum by continuing counting from the first cardinal number of the second set (rather than going back to 1) with no more than 1 error in 10 attempts.

PA9.7 Given 10 simple addition or subtraction problems on paper, the student will determine the solution using concrete objects with no more than 1 error.

PA9.8 Given 10 simple addition or subtraction problems that do not involve carrying or borrowing, the student will determine the solutions using tally marks if necessary with no more than one error.

Buzzer board, board game, concentration, puzzle cards, sorting tray (see Appendix B)
Abacus, Clothespin counter (clothespins on a wire coat hanger), pegs and peg board, number line, counting frame, blocks, buttons, pop bottle caps, etc.
Continental Press: Number Concepts II pages 4, 6, 8-10 12-16
Steck Vaughn: Working with Numbers I pages 12, 16, 20, 24, 33-34, 41, 43, 46, 49-50, 54, 60, 64, 66-69, 71, 80-85, 93-113, 116-121
Frank E. Richards; Math Made Easy pages 9, 12-24, 27, 42-52

MONEY

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Primary Arithmetic (Money) - 10 - Knows that money buys things

PA(M)10.1 When asked what money is for, the student will explain that money is used to purchase goods and/or services to the satisfaction of the teacher.	Make bulletin board display of goods and services which cost money. Begin looking at prices of goods and services
PA(M)10.2 The student will name 3 things that you can buy that are considered goods.	
PA(M)10.3 The student will name 2 things that one can spend money for that are considered services.	

Primary Arithmetic (Money) - 11 - Knows that people, including his parents, are paid money for the work they do

PA(M)11.1 When asked what "getting paid" means, the student will answer to the effect that it means getting money for working.	Discuss "pay check". Ask if students have ever seen parents' pay checks. Tell student's when it's your pay day that you get paid for working.

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Primary Arithmetic (Money) - 12 - Recognizes dollar and cent signs

PA(M)12.1 Shown 10 sets of symbols (letters, numbers, etc.) each set containing 3 symbols one of which is a cent sign, the student will point out the cent sign with no more than 1 error.

PA(M)12.2 Shown 10 sets of symbols (letters, numbers, etc.) each set containing 3 symbols one of which is a dollor sign, the student will point out the dollar sign with no more than 1 error.

PA(M)12.3 Shown 10 sets of symbols (letters, numbers, etc.) each set containing 4 symbols one or more of which represents money, the student will point out either the dollar or cent sign as requested by the teacher with no more than one error.

PA(M)12.4 Given a model, the student will draw 5 dollar signs and 5 cent signs to the satisfaction of the teacher with no more than 1 error.

Make chart using real money and appropriate numbers and signs. Give students cards with dollars and cents signs. Call out "dollar" or "cents" and students with the sign stand. (this can also be used with specific amounts)
On the board or on paper draw various signs and symbols randomly scattered. Include many dollar and/or cent signs. See how many the student can find in a given amount of time (This could be done as team competition)
Use money stamps or worksheets for students to trace, then copy, the amount pictured.

DLM: Coin stamps; Coins and Bills
Steck Vaughn: Working With Money I page 60
flannel board coins and symbols

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PA(M)12.5 Without visual clues, the student will draw 5 dollar signs and 5 cent signs to the satisfaction of the teacher with no more than 1 error.

PA(M)12.6 Presented with the numerical representation of penny (1¢), nickel (5¢), dime (10¢), and quarter (25¢) the student will point to "one cent", "five cents", "ten cents" and "twenty - five" cents as requested by the teacher without error.

PA(M)12.7 When asked to write "one cent", "five cents", "ten cents", and "twenty - five" cents in number forms, the student will do so with no more than 1 error in 5 attempts.

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Primary Arithmetic (Money) - 13 - Recognizes a penny, nickel, dime, quarter, and dollar and knows the value of penny, nickel, and dime

PA(M)13.1 Given actual money (if possible) or simulated coins (pennies, nickels, dimes, quarters) the student will sort the money by denomination without error.	Games: Up for grabs (see PR4) using a number on one spinner and stamped picture of coins on the other. Play store. Board Game. Stand-Up Match (show or call a coin and/or amount and students with that card stand)
PA(M)13.2 Presented with actual money or simulated coins (pennies, nickels, dimes, and quarters) the student will point out one example of each coin as requested by the teacher with no more than 1 error in 5 attempts.	Sorting tray, buzzer board, puzzle cards (See Appendix B) DLM: Coin Stamp; Coins and Bills; Money Game Dolch: Pay the Cashier Continental Press: U.S. Money I pages 1 - 16, II pages 1 - 8 Steck Vaughn: Working with Numbers I pages 9, 26, 55, 56, 84, 91, 107, 113.
PA(M)13.3 Given objects labeled with prices of penny, nickel, dime, quarter, or dollar and real or simulated money, the student will select the appropriate coin or bill to "pay" for the item.	
PA(M)13.4 Asked to make a set of two or more coins the student will gather the appropriate coins 80% of the time. (e.g. 1 nickel, two dimes; 3 pennies and 1 quarter; etc.)	
PA(M)13.5 When asked to count out the number of pennies it takes to make a nickel and a dime, the student will count the correct number with no more than one error in 5 attempts.	

TIME

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Primary Arithmetic (Time) - 14 - Understands time sequences (before and after)

PA(T)14.1 After experiencing 3 events produced by the teacher or students (e.g. ringing a bell, ringing a buzzer, knocking on a table) the student will state which event took place "before" a given event in 5 cases and which event occured "after" a given event in 5 cases with no more than one error.

PA(T)14.2 Given 5 examples of normal events in a day the student will state whether one event usually occurs "before" or "after" another with no more than one error. (e.g. "Do" you brush your teeth "before" or "after" you get up in the morning? Do we play outside "before" or "after" lunch? etc.)

Begin with Before and After visually (see PA3) then go to temporal. Discuss two activities - which was before, which was after, then 3 activities. Use every day occurances

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Frank Richards: When? pages 6-9

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Primary Arithmetic (Time) - 15 - Knows and can identify use of clocks, watches, and calendars

PA(T)15.1 When shown a clock, watch, and a calendar, the student will state the name of the one pointed to by the teacher without error.	Grab bag: Place real or play watch, clock and or calendar in bag or box, student names the one he pulls out. Students find pictures or draw pictures of the 3 objects.
PA(T)15.2 When shown a clock, watch, and calendar and asked the name of each object the student will answer correctly with no more than one error in 3 attempts.	Continental Press: Time I pages 1-3
PA(T)15.3 When shown a clock, watch, and calendar the student will point out the object associated with the purpose described by the teacher with no more than one error in 3 attempts.	

Primary Arithmetic (Time) - 16 - Recognizes general times of the day

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PA(T)16.1 The student will state 2 characteristics or activities associated with "morning" to the satisfaction of the teacher (e.g. cool, foggy, breakfast, going to school, going to work, etc.)	Take a point of saying "Good Morning" and "Good Afternoon". Have students make bulletin board display, posters, or booklets of morning, afternoon, and night using magazine pictures, combine with PR5 by writing stories about morning, afternoon, night . Play Charades using 3 teams: one team acts out things associated with morning, one with afternoon, one with evening. Each team acts out its activity for the other 2 teams to guess. The team that guesses gets the point.
PA(T)16.2 The student will state 2 characteristics or activities associated with "afternoon" to the satisfaction of the teacher (e.g. hot, school's out, play, nap, etc.)	
PA(T)16.3 The student will state 2 characteristics or activities associated with "night" to the satisfaction of the teacher. (e.g. dark, stars, bedtime, names of T.V. shows, etc.)	

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Primary Arithmetic (Time) - 17 - Can tell time by the hour and half hour

PA(T)17.1 Given the face of a clock for a model and a clock face of his own with dots where the numbers go, the student will fill in the numbers of the clock face with no more than 1 error in 5 attempts.

PA(T)17.2 Presented with a clock face showing any time that is "on-the-hour" and a blank clock face on which the numbers have either been provided or written in by the student, the student will copy the time shown him with no more than 1 error in 5 attempts.

PA(T)17.3 Shown a clock face showing an "on-the-hour" time the student will tell the correct time with no more than 1 error in 5 attempts.

PA(T)17.4 Shown a clock face showing an "on-the-hour" time and asked to state the hour just "before" or "after" the given time, the student will state that time with no more than 1 error in 5 attempts.

Students make paper plate clocks. Put cardboard clocks on students' desks or on wall set at time for some activity (lunch, P.E., speech. etc.) for students to match to the real clock. Play bingo, concentration, card games etc., matching clock faces. Set a timer every 30 minutes for a few hours a day. When the timer goes off students tell what time it is. Show a digital clock and compare time on it with face clock.

Peal clocks. Commercial or homemade clocks with movable hands (large and individual)
DLM: Clock stamp; plastic clock; time - teacher
General Learning Corp. (Judy) Matchettes
MB: Tell Time Quizmo (game includes 39 individual clocks)
Continental Press: Time I pages 4-12, II pages 1-7, 9-11, III page 1
Steck Vaughn: Working with Numbers I pages 50, 79, 86, 92, 115

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PA(T)17.5 Provided with clock whose hands can be turned, the student will demonstrate the direction in which a clock moves by turning the hands with no more than 1 error in 3 attempts.

PA(T)17.6 Provided with clock whose hands can be turned the student will turn the clock to a given "on-the-hour" time by turning the hands in the proper directions with no more than 1 error in 5 attempts.

PA(T)17.7 Given a clock and asked to turn the hands to a given half-hour the student will turn the hands in the proper direction until the correct time is reached with no more than 1 error in 5 attempts.

PA(T)17.8 Presented with a clock face with the hands pointing on any half-hour, the student will copy the same time on his own clock face with no more than 1 error in 5 attempts.

PA(T)17.9 Presented with a clock or a drawing of a clock face showing any hour or half-hour time, the student will tell the correct time with no more than 1 error in 5 attempts.

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PA(T)17.10 Given a time, to the hour or half-hour, the student will draw hands on a clock face or turn hands to indicate the given time with no more than one error in 5 attempts.

PA(T)17.11 Given the time to the hour or half-hour in written numerical form, the student will read the time (9:30) .

PA(T)17.12 Given a clock showing time to the hour or half-hour the student will write the time in numerical form (11:00).

PA(T)17.13 Presented with a clock or a drawing of a clock face showing any hour or half-hour time, the student will tell the correct time with no more than 1 error in 5 attempts.

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Primary Arithmetic (Time) - 18 - Knows the days of the week

PA(T)18.1 The student will say the days of the week in order with no more than one error in 3 attempts.	Every day calendar activities: day of week, month, day year. Students make own calendars filling in date each day. Have one student stand in middle of a circle and say "Sunday"; then choose a student from the circle who says "Monday" and choose next student, etc.
PA(T)18.2 The student will say the school days in order with no more than one error in 3 attempts.	Song: "This is the way we wash our clothes ..... Monday morning" etc. Calendar with add-on days (Commercial or homemade) Calendar ditto for students Banks, insurance, companies, etc. often have free calendars.
PA(T)18.3 When asked what day most people go to church the student will answer "Sunday" without error.	
PA(T)18.4 The student will point to each day of the week on a calendar as requested by the teacher with no more than one error in 5 attempts.	CP Time II page 14 S-V I pages 9, 27, 55

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Primary Arithmetic (Time) - 19 - Knows the seasons

PA(T)19.1 The student will name the seasons without error.	Make bulletin board displays, posters, or booklets for each season. Prepare cards showing seasonal changes, e.g. clothing for each season, trees in different seasons, seasonal sports or activities, crops, etc. Use cards for matching and sorting games and activities.
PA(T)19.2 The student will state one distinguishing characteristic of each season with no more than 1 error.	
PA(T)19.3 Presented with the names of various crops grown in his geographical area, the student will associate two crops with the seasons in which they are harvested with no more than one error in 3 attempts.	

Primary Arithmetic (Time) - 20 - Recognizes special days

PA(T)20.1 Following instruction on special days, the student will state one characterisitc of 3 of the following special days: Valentines Day, Easter, Holloween, Thanksgiving, and Christmas to the satisfaction of the teacher.	As each holiday occurs have students save some of their holiday related art to make a class scrapbook. As the next holiday occurs, review previous holiday symbols or characteristics. Review holidays on calendar periodically. Combine with PR5 by writing stories about holidays.

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Primary Arithmetic (Time) - 21 - Knows that activities are governed by time.

PA(T)21.1 After following school routines, and given two activities that are part of that routine, the student will state whether the pair takes the same or different amounts of time in 2 out of 3 situations (e.g. eat lunch and get water; play period and lunch; play period and snack time)	Discuss everday activities and the relative amount of time it takes. Have two students do different things at the same time, see which takes longer.
PA(T)21.2 Given descriptions of two different tasks, the student will estimate which task would require more time for its completion with no more than 1 error in 3 attempts.	

MEASUREMENT

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Primary Arithmetic (Measurement) - 22 - Begins to use linear measure and tell weights

PA(Ms)22.1 Presented with 3 or more objects of varying lengths, the student will state which is longest in 5 cases and which is shortest in 5 cases with no more than one error (See PA1).

PA(Ms)22.2 Presented with the task of measuring the length of an object, the student will use body parts (e.g. hands, feet, whole body, etc.) as tools for measuring 3 objects with no more than 1 gross error as judged by the teacher.

PA(Ms)22.3 When shown a foot ruler and a yardstick the student will point out the foot ruler and the yardstick when requested by the teacher with no more than 1 error in 3 attempts.

PA(Ms)22.4 When presented with two objects (string, sticks, etc.) one of which is a foot long and the other which is a yard long, the student will point out the object which is a foot and the one which is a yard with no more than 1 error in 3 cases.

See also PA1.
Note: These objectives and activities can be changed from U.S. system to Metric system by using centimeter rulers, metric rulers, etc. if and when the U.S. goes officially metric.

Activities: Compare a wide variety of classroom objects as to size and weight. Have children of different weights sit on see-saw.
Have teams of students find as many things as they can that are about a foot or yard. Measure and weigh as many classroom objects as possible.

Continental Press: Measurement I pages 1-9, II pages 1-6

Steck-Vaughn: Working with Numbers I pages 9, 44, 55, 107.

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PA(Ms)22.5 Given a foot ruler and the task of measuring an object, the student will measure to the nearest foot with no more than 2 errors in 4 attempts.

PA(Ms)22.6 Given a yardstick and asked to measure the length of something in yards, the student will do so to the nearest yard with no more than 2 errors in 4 attempts.

PA(Ms)22.7 Given a ruler and an object that is a little more or less than a foot the student will state that the object is "about" or "almost" a foot long with no more than 1 error in 3 attempts.

PA(Ms)22.8 Given a yardstick and an object that is a little more or less than a yard long the student will state that the object is "about" or "almost" a yard long with no more than 1 error in 3 attempts.

PA(Ms)22.9 After handling 10 sets of objects, each set containing 2 objects of differing weights, the student will point out which object is "heavier" in 5 cases and which is "lighter" in 5 cases with no more than 1 error.

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PA(Ms)22.10 Presented with a simple comparison balance scale and 2 objects of differing weights, the student will choose by observing the scale, the object which is heavier or lighter with no more than 1 error in 10 attempts.

PA(Ms)22.11 Presented with the task of determining the weight or linear measure of something and provided with a choice of measuring instruments (scale, ruler, yardstick) the student will choose an appropriate tool without error in 5 situations.

PA(Ms)22.12 Provided with bathroom scales, the student will weigh himself and state his weight to the nearest numeral indicator on the scale.

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Primary Arithmetic (Measurement) - 23 - Begins to use standard liquid measurement

PA(Ms)23.1 Presented with examples of familiar containers: 2 with a capacity of about a cup, 2 with a capacity of a quart , and 2 with a capacity of a gallon, the student will sort the containers according to their approximate capacity with no more than 1 error in 3 attempts.

PA(Ms)23.2 Presented with 3 examples of familiar containers one at a time, each of which would contain approximately a cup, quart, or gallon, the student will state what amount each container could contain when filled with no more than one error out of the three examples.

PA(Ms)23.3 The student will state how many cups are in a pint, pints in quart, and quarts in gallon with no more than one error.

Note: If and when Metric System becomes official, objectives and activities can be adapted by using milliliter and liter measures.
Have students experiment with water or sand to find out about how much various sized bottles or cans hold, and find out how many cups are in a pint, pints in a quart, quarts in a gallon. Have students make lemonade, packaged soft drinks, etc. measuring liquids.

Cup, pint, gallon containers
Continental Press: Measurement I pages 7-8, II pages 3-4

Steck-Vaughn: Working with Numbers I pages 9, 48, 65, 113.

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Primary Arithmetic (Measurement) - 24 - Understands "dozen"

PA(Ms)24.1 Presented a box of objects and asked to count out a "dozen" the student will pick out 12 objects without error.	Have students put objects in an egg container and count as he's doing so. Use "dozen" sometimes as a goal (e.g. the first team to get a dozen points wins, you get a reward if you do a dozen problems, etc.) Continental Press: Measurement II pages 10-11 Steck Vaughn: Working with Numbers pages 9, 48, 65, 79, 84, 113.

Primary Arithmetic (Measurement) - 25 - Begins to understand fractional parts of an object

PA(Ms)25.1 Given 10 halves of objects or pictures which when put together will make 5 whole items, the student will match the halves without error.	Have students make and put together puzzles made by cutting a picture in half. Give matching halves to different students and have them find the person that has the other half. Divide fruit cookies, candy bars in half, let student take one-half.
PA(Ms)25.2 Shown a whole object (cookie, candy bar, etc.) and then shown 3 fractional parts of that object, 1 of which is a half and 2 of which are not halves, the student will point out the part that is a half with no more than 1 error in 3 attempts.	Objects, pictures, flannel board objects which can be out in half Steck-Vaughn: I pages 9, 42, 59, 70, 86, 113, 115, 122.
PA(Ms)25.3 Given a symmetrical drawing the student will draw one line or cut along a line that will divide it in the approximate middle as judged by the teacher with no more than 1 error in 5 cases.	

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PA(Ms)25.4 Given half of an object and asked how much of the object he has, the student will state "one-half".

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ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

The learner will exhibit skills in environmental awareness as they relate to his independent living

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Primary Environmental Awareness - 1 - Discriminates between different kinds of weather.

PE1.1 Shown 5 pictures showing different kinds of weather, the student will state "cold", "wet", "hot", "windy", "sunny", "snowy", etc., appropriately describing the weather conditions of the pictures with no more than 1 error.

Discuss weather during calendar activities.
Use symbols on calendar for weather.
Point out, or ask students to point out, changes in the weather during the day. Listen to and discuss weather reports and on radio.

PE1.2 When asked to discribe "today's" weather the student will do so without error as judged by the teacher.

Thermometer
MB Educational Thermometer

PE1.3 Without the use of a thermometer, the student will discribe temperature changes during the day on three different occasions with no more than one error. (e.g. It's hotter this afternoon than it was this morning).

PE1.4 Given one weather characteristic the student will associate that characteristic with the weather condition it usually creates or contributes to. (e.g. dark clouds rain; sun - hot;, etc.)

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Primary Environmental Awareness - 2 - Begins to make appropriate clothing selections for weather conditions.

PE2.1 The student will describe the type of clothing he needs for two specific weather conditions to the teacher's satisfaction. e.g. bathing suit - hot weather, overcoat - cold weather, raincoat - rain.	Make booklets or mural of clothing for different occasions using pictures from magazines and catalogs and fabric swatches. Dress large paper dolls for various weather conditions. In role playing situations have students dress up for given weather conditions.
PE2.2 Provided with a box of clothing, the student will choose the appropriate clothing for two specific weather conditions to the teacher's satisfaction. e.g. bathing suit - hot weather, overcoat - cold, raincoat - rain.	

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Primary Environmental Awareness - 3 - Is aware of and can name common familiar plants and animals

PE3.1 Given 10 pictures of plants and animals, the student will sort the pictures of animals from those of plants with 100% accuracy.	Provide actual plants and animals when possible. Bring in fruit and vegetables in season and discuss seasons at those times. Make salads from fresh fruit and vegetables. Compare pictures or examples of unprepared fruits and vegetables with those the students are having for lunch. Match real fruit and vegetables with plactic ones and pictures.
PE3.2 Given pictures, movies, or actual examples of animals, the student will identify the following animals with no more than one error: cow, horse, sheep, dog, cat, bird, pig, goat, squirrel, turtle, raccoon, opposum, deer, aligator, snake, armadillo.	Sorting tray, Concentration (see Appendix B) PLDK Level K - Fruits and vegetables; any level pictures of animals and plants.
PE3.3 The student will name at least one animal he could realistically keep as a pet without error.	
PE3.4 Given 10 pictures and/or real fruits and vegetables found in his environment, the student will name 8 of them.	

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Primary Environmental Awareness - 4 - Is aware of basic plant and animal needs.

PE4.1 After observing growing plants from seed to maturity the student will state the basic needs of plants as soil or food, water, and sunlight without error.	Grow beans. Have students do the watering, see that they are getting sunlight, etc. Have students draw what they do to care for their plants or animals. Write experience stories about it. Possible pets: turtle, lizard, fish, hamster, etc. A bird cage covered with nylon net makes a good home for small animals such as lizards.
PE4.2 After keeping a classroom pet and observing its needs, the student will cite an animal's two basic needs as food and water without error.	
PE4.3 After keeping a classroom pet and observing its needs, the student will state one secondary need of an animal. (e.g. clean and sufficient living area, rest, and exercise.)	

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VOCATIONAL COMPETENCIES

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GOAL

Upon completion of the E.M.R. program the student will exhibit vocational competency as determined by adequate social, physical, basic, and occupational skills development, such that he is successful in living independently by maintaining a job.

TERMINAL OBJECTIVE

The EMR student will be aware of the centrality of work in his life, the rewards and dignity of work, and the rights and responsibilities of the worker. He will also demonstrate appropriate work habits to meet those responsibilities.

Primary Vocational - 1 - Realizes that many people work

PV1.1 The student will tell which members of his family work outside the home and which work at home without error.

PV 1 Role Playing. Drawing pictures of family members at work. Bulletin board display using magazine, PLDK, or other pictures to illustrate jobs of parents, jobs around school and tools used by each (Correlate with PS 17 and PS30). Invite parents to come to school and explain their work.

PV1.2 The student will identify through pictures or actual people the principal, teacher, secretary, nurse, janitor, cafeteria workers, and his bus driver without error. (See PS 17 and PS29)

PLDK I, 68 (also see manual of other PLDK's)
Continental Press: Useful Language I pp 1-9, II p 1
Book: Mommies and Daddies at work
Commercial: "Workers" posters
Resources: School employees, parents

PV1.3 Given pictures of workers and their tools, the student will match the tool to the workers with 80% accuracy. (See PS 3 and PS29)

Primary Vocational - 2 - Begins to recognize the purpose of work

PV2.1 After completing a group project involving 3 or more students, the student will verbally state how the finished product reflects his own effort in the activity to the satisfaction of the teacher.	Use activities for other objectives (e.g. murals, bulletin board displays, booklets, etc. for group activities; worksheets sorting activities, booklets, etc. for individual activities) and discuss group effort, satisfactory completion, rewards etc.
PV2.2 Given 3 task descriptions one or more of which requires more than one person for its completion, the student will state which tasks could be completed by one person and which would require a cooperative effort with no more than 1 error in 3 attempts.	
PV2.3 Assigned a task to complete in the classroom which requires more than one person (e.g. moving a table, sweeping dust from the floor into a dustpan), the student will select another child to help him complete the task, and explain why he needs another person to the satisfaction of the teacher.	
PV2.4 Following experiences involving group effort and asked why people work together and help each other, the student will answer to the effect of: "To get something done," to the teacher's satisfaction.	
PV2.5 Following receipt of rewards for classroom work, the student will describe two situations for which he was rewarded.	
PV2.6 The student will name one reward adults get for working.	

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Primary Vocational - 3 - Realizes that each family member has a certain task to perform at home

PV3.1 Given descriptions of 4 work situations, one or more of which is done in the home, the student will state which are done at home and which are done away from home with no more than 1 error.	Discussions; drawings; bulletin board displays or booklets using magazine pictures or drawings; role playing (or charades). Continental Press: Useful language I p 16, II pp 2, 4-6, 8, 10
PV3.2 The student will name 4 tasks (chores) which must be done in a home, (e.g. food preparation, caring for children, caring for clothing, house cleaning, yard work, money management, etc.)	
PV3.3 Presented with descriptions of 2 tasks (chores) done in the home, the student will name a family member who could successfully perform each task with no more than 1 error in 3 attempts.	
PV3.4 During discussions of jobs children can do in the home, the student will report one way he helps maintain his home.	

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Primary Vocational - 4 - Begins to develop good work habits (see also PV 6 and PV 7)

PV4.1 Assigned one classroom task to complete alone, the student will complete the assignment without bothering others or disrupting other instruction in 4 out of 5 situations as judged by the teacher.	Use other activities to develop this objective. Reward good work.
PV4.2 Given a task which the student is capable of finishing independently, the student will complete the task without asking for help in 4 cases out of 5.	
PV4.3 Given a task to complete which will take at least 5 minutes, the student will maintain on-task behavior until the task is completed 80% of the time.	

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TERMINAL OBJECTIVE

The E.M.R. student will explore many jobs, will use public and private sources to locate jobs, will appraise jobs in terms of necessary qualifications, and will make a realistic selection of jobs based on availability of the jobs in the community and on his own strengths and weaknesses as they pertain to the job qualifications.

Primary Vocational - 5 - Realizes than many businesses and services make up a functioning community (See also PP23)

PV5.1 Following experience related to community services (fire station, post office, police station, etc.), the student will state how these community services help people to the satisfaction of the teacher.	Invite community members to visit school, explain what they do, what they like about their work, etc. Visit community services and businesses, including walking field trips where possible (incorporating objectives in language and health and safety areas). Use dramatizations, puppet shows, etc. to have students depict services. Posters bulletin board displays, booklets, dioramas, etc.
PV5.2 Presented with 3 items associated with community businesses and services, the student will match the item with the business or service each represents with no more than 1 error in 3 attempts. (e.g. barber pole, stethoscope, fire engine, garbage truck, plice car, gasoline pumps, etc.)	Continental Press: Useful language III 1-16 AGS: PLDK - Picture cards Block play people, flannel board people, costumes, fire engines, stethescopes, etc.
PV5.3 The student will name 3 businesses he has patronized or services he or his family have used with no more than 1 error as judges by the teacher.	

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Primary Vocational - 6 - Begins to evaluate his own performance

PV6.1 Upon compeltion of an assigned classroom task, the student will indicate when he has completed the task in a manner indicated by the teacher. (e.g. "I am finished"; a raised hand; etc.)	Use in conjunction with student's independent work pointing out degree of completion and neatness.
PV6.2 Upon completion of an assigned classroom task, the student will make a verbal evaluation of the neatness of his completed task which coincides with the teacher's judgement in 4 out of 5 cases.	

Primary Vocational - 7 - Begins to select and perform classroom tasks of increasing difficulty that are commensurate with his abilities

PV7.1 Following an orientation by the teacher of the various duties which must be done in the room by the class members, the student will select 2 tasks which he is capable of performing and which the teacher judges that he can perform.	Assign "classroom helpers" commensurate with students' abilities. Point out successful completion of tasks. Have students choose tasks he would like to perform. Develop a system (e.g. alphabetical, as part of a reward system, according to size, etc.) to rotate order in which students select jobs.
PV7.2 Given regular opportunities to choose classroom tasks (which have been evaluated by the teacher in terms of difficulty) the student will, during the course of the primary level choose no less than 3 tasks commensurate with his ability that he had not previously chosen.	

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TERMINAL OBJECTIVE

The EMR student will have the necessary skills to apply for, obtain, retain, and make advancement in jobs commensurate with his abilities.

Primary Vocational - 8 - Knows personal data (See also PSp10)

PV8.1 The student will write his full name without error.	See PSp10 Also, begin very simple forms asking for just name, then name and address, and other information as student is able to write them. Use these forms to have students "apply" for classroom jobs.
PV8.2 When asked whether he is a "girl" or a "boy" the student will make the correct verbal response without error.	
PV8.3 The student will state his home address without error.	
PV8.4 The student will say the name of the city and state in which he lives without error.	
PV8.5 The student will state his telephone number without error, or the number of a close neighbor or relative who could be called in case of an emergency.	
PV8.6 The student will state the month, day, and year in which he was born without error.	
PV8.7 The student will state his age without error.	

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Primary Vocational - 9 - Develops skills with simple tools found in the classroom and home (See also PP5 and PP6)

PV9.1 Provided at school with simple household and classroom tools: pencils, scissors, chalk, pegborad, pencil sharpener, thumbtack, clothespin, toothbrush, hammer, fork, spoon, etc. the student will operate them commensurate with the teacher's judgement of his ability.	Use activities for other objectives to teach use and care of tools. For categorizing tools: make posters; match through card games sorting activities, etc.; visit the school kitchen, a construction site, the maintenance men doing gardening.
PV9.2 Provided with 3 sets of pictures of 5 gardening tools, 5 building and repair tools, and 5 kitchen tools, the student will categorize them with no more than 1 error per attempt in 3 attempts.	AGS: PLDK II - Tool cards Hardware or Sears catalogs
PV9.3 Provided with tools, devices, and toys commonly found in the home and school enviornment, the student will select and use them without abusing, damaging, or destroying them to the teacher's satisfaction.	

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SOCIAL COMPETENCIES

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SOCIAL COMPETENCIES

GOAL

Upon completion of the EMR program the learner will demonstrate social competency by exhibiting skills in self care, discipline, and understanding, and by being proficient in interacting with people by relating and communicating to others, respecting rights of others, and exhibiting responsible behavior to other people on the job and in the community.

TERMINAL OBJECTIVE

The EMR student will demonstrate proficiency in physical and psychological self-care by exhibiting good health and safety behaviors, self discipline, and an ability to set appropriate realistic goals for himself.

Primary social - 1 - Develops practices in good grooming (See also PP21)

PS1.1 When asked why we keep our bodies clean, the student will explain that cleanliness prevents body ordor and disease to the teacher's satisfaction.

PS1.2 When presented with a variety of personal hygiene products, the student will select the appropriate products used for at least three specific cleaning tasks (e.g. brushing teeth-toothbrush or soda; washing hair - shampoo or soap; bathing - soap).

PS1.3 Presented with 3 pictures and/or descriptions of cleaning tasks, such as cleaning teeth, washing hair, taking a bath, the student will state when and how often a particular task should be performed with no more than 1 error as judged by the teacher.

Provide as much of the facilities and materials as possible and the time for the students to practice good grooming. Set up grooming center if possible.
Dramatize T.V. commercials for hygiene products, laundry products.
Make up stories and illustrate about Debbie and David Dirty and Clara and Clark Clean; about Smelly Skunk and Smelly Sam; etc.
Bring in products used for good grooming. Discuss use of each. Play store with these.

Keep record of good grooming giving stars for neat hair, clean teeth, clean hands, etc.
Make bulletin board displays, posters, booklets of good grooming practices and the products used for these.

Combs, brushes, toothpaste, toothbrushes, soap, shampoo, etc. Some companies provide free or inexpensive samples as well as booklets on grooming. e.g. Avon.

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PS1.4 After a demonstration on hair grooming procedures and provided with a comb and brush, the student will comb and/or brush his own hair to the satisfaction of the teacher.

PS1.5 When asked why we keep our hair clean and neat, the student will explain that clean, well-groomed hair is important for health and social reasons to the satisfaction of the teacher.

PS1.6 When presented with 10 pictures or examples of clean and soiled clothing, the student will sort them with no more than one error as judged by the teacher.

PA1.7 After a unit on good grooming, the student will state at least 3 rules of good grooming to the satisfaction of the teacher e.g. 1) keep body clean 2) keep teeth clean 3) keep hair clean and neat 4) keep clothes clean and neat.

PS1.8 Presented with 3 pairs of pictures with one of the pair showing good grooming and one of the pair showing poor grooming, the student will point out the ones with good habits without error.

PS1.9 The student will exhibit cleanliness and good grooming to the extent possible with existing facilities, to the teacher's satisfaction.

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Primary Social - 2 - Demonstrates self feeding skills	
PS2.1 The student will feed himself using appropriate utensils to the teacher's satisfaction.	Use lunch time and snack time to observe, correct, and reinforce eating habits.
Primary Social - 3 - Demonstrates self dressing skills	
PS3.1 Provided with clothing that has buttons zippers, buckles, and ties, the student will operate them without assistance.	Dress up while role playing. Use laces in art work. --- Sewing cards; oversize shoes, shirts, pants, etc. DLM: Cuddly Kitty; Picture Lacing Boards.
Primary Social - 4 - Can select appropriate clothing for different conditions	
PS4.1 When presented with 10 pictures showing samples of clothing that are suitable for particular occasions (e.g. rainy, hot, and cold weather; work, play, and dress-up situations; etc.) the student will describe an occasion for which he would wear such clothing with no more than one error in 10 as judged by the teacher.	Dress up in role playing situations. Dress up dolls and paper dolls for various situations. Illustrate going to the beach, going to church, going out in the rain, etc. Make booklets, bulletin board displays, posters.

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Primary Social - 5 - Knows the basics of telephone usage

PS5.1 Upon hearing the ring of the telephone, the student will pick up the receiver and hold it in the proper position without error.

PS5.2 In a simulated or actual situation, the student will pick up the receiver, say "hello", carry on a brief conversation, and say "goodbye" to the satisfaction of the teacher.

PS5.3 Given a telephone number orally or in written form the student will dial the number correctly with no more than 1 error in 5 attempts.

Combine with Language Activities, Safety, etc. Students "call" each other for "social" or "emergency" situations.

Real telephones (available from some telephone companies on loan), toy telephones, tin-can telephones.

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Primary Social - 6 - Demonstrates adequate habits of neatness and care of personal belongings

PS6.1 The student will store articles of his clothing in the appropriate areas of the room to the satisfaction of the teacher.	Use every day routine and activities for other objectives. Point out appropriate places, discuss reasons for these, where he keeps his things at home. Use praise or token reinforcement for appropriate care.
PS6.2 The student will use toys correctly and return them to their appropriate storage area every time to the satisfaction of the teacher.	
PS6.3 The student will explain one way he cares for his personal belongings at home to the satisfaction of the teacher.	

Primary Social -- 7 - Begins to anticipate the consequences of his actions.

PS7.1 When presented with a story or simulated social situation in which a child has been "good" the student will explain one favorable consequence of that action to the satisfaction of the teacher.	When reading stories for listening area or content areas, help children anticipate consequences "What do you think will happen?" "Why?" etc. When rewarding and punishing point out the behavior being rewarded or punished. Try to make these as natural a consequence of the action as possible.
PS7.2 When presented with a story or simulated social situation in which a child has been "bad" the student will explain one unfavorable consequence of that action to the satisfaction of the teacher.	
PS7.3 When presented with a story or simulated situation depicting potential danger, the student will describe the potential danger to the satisfaction of the teacher.	

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Primary Social - 8 - Verbalizes Emotions

PS8.1 When shown a picture or told a story depicting an emotional situation, the student will discuss the emotion as he sees it to the satisfaction of the teacher.	Dramatizations; role playing; discussions of stories, pictures, and real situations AGS: DUSO DLM: Many Faces of Children Posters
PS8.2 When asked by the teacher to verblize his own emotions the student will do so on 3 different occasions to the satisfaction of the teacher.	

Primary Social - 9 - Begins to develop a sense of self - worth (See also PP1)

PS9.1 Following repeated success experiences in his classwork, the student will exhibit behavior which may be interpreted by the teacher as indicating a feeling of self-esteem. (e.g. he will tell another student what he did, will volunteer to do a related task, will ask to have a paper put on the board, etc.)	Use activities for other objectives. Praise good work.

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TERMINAL OBJECTIVES

The EMR student will demonstrate an understanding of the responsibilities of family members, an ability to cooperate and compromise with others in the family, and knowledge of household management skills

Primary Social - 10 - Can identify family members

PS10.1 The student will name the members of his immediate family and explain their relationships to himself as judged by the teacher.	Include family members in "All About _____" books made for PSp10 Role playing and dramatizations Stories about animal and human families
PS10.2 Following discussion of other people who may assume family roles, the student will name others whom he considers to be members of his family to the satisfaction of the teacher (e.g. neighbors, guardians, friends, etc.)	AGS: PLDK I Lesson 68 Continental Press: Useful Language I pages 1-11 Field Education Publications: Schools, Families, Neighborhoods puppets, dolls, old clothing, etc.

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Primary Social - 11 - Knows that a family is a unit

PS11.1 Following discriptions and discussions of various characteristics of family units (composition, living conditions, location) the student will explain to the satisfaction of the teacher that families vary a great deal but still provide a place where the individual is provided with his basic needs of love and support.	Same as PS10

Primary Social - 12 - Begins to cooperate in family activities

PS12.1 Following a discussion on cooperation and ways to interact in family activities, the student will state one thing he can realistically do to interact with his family as judged by the teacher.	Stories, dramatizations Field Education Publications: Schools, families, neighborhoods Continental Press: Useful language I p 16, II pp 1-8, 10, 12-16
PS12.2 Given an example of people living together and having a problem, the student will explain one realistic way he could cooperate to help solve the problem to the satisfaction of the teacher.	

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Primary Social - 13 - Knows the names, use, and furnishings of various rooms in his home	
PS13.1 The student will state the number of rooms in his home, their names, and their major functions as judged by the teacher.	Make puppet houses from boxes and magazine pictures and/or doll furniture made from scraps, make dioramas, bulletin board displays. Label shoe boxes with words of various rooms written on top or scenes of such rooms. Cut out and mount pictures of furniture. Student puts pictures in appropriate boxes.
PS13.2 Shown 3 toy pieces of furniture or pictures of furniture each of which is usually associated with a particular room of the house (e.g. bed, sofa, bathtub) and presented verbally with the name of a room of the house, the student will point to the piece of furniture usually associated with that room with no more than 1 error in 3 attempts.	Continental Press: Useful Language I pp 12-13
Primary Social - 14 - Knows the location of his own home	
PS14.1 The student will point in the general direction of his home from the school without error (See PV8.3)	After finding out where the students live take them outside and have them face the general direction in which they live.
Primary Social - 15 - Begins to budget money	
PS15.1 After hearing a story about a child who unwisely spent all his money at once, the student will explain the child's error to the satisfaction of the teacher.	Use questions such as "Do you think he might want to buy something else tomorrow?, what would happen if his friend asked him to go to the movies" etc.

TERMINAL OBJECTIVE

The EMR student will demonstrate respect for the rights and property of others and the responsibilities of good citzenship. He will have sufficient knowledge of community services such that he can live independently in society.

Primary Social - 16 - Learns names of classmates and necessary rules and in the school

PS16.1 The student will state the names of each of his classmates without error.	Play round robin: One child says his name, next child says first child's name then his own, next child says first two names then his own etc. Play postman. Students pass out each others papers. Discuss need for rules, for courtesy. Help students derive rules, illustrate rules. Reward appropriate behavior.
PS16.2 The student will read the first name of each of his classmates and match the name with the person with no more than 1 error.	
PS16.3 The student will observe classroom and school rules when running errands to the satisfaction of the teacher.	
PS16.4 The student will move with a group during class trips, either on or off campus, following all class and school rules to the satisfaction of the teacher.	
PS16.5 The student will exhibit proper lunchroom behavior as judged by and to the satisfaction of the teacher.	
PS16.6 When on the playground, the student will observe all playground rules to the satisfaction of the teacher.	

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Primary Social - 17 - Practices cooperation with people in authority in school and neighborhood

PS17.1 After experiences with the school principal, secretary, teacher, nurse, custodian, lunchroom personnel, and bus driver, the student will state the major responsibility of each without error as judged by the teacher. (See PV1.2) (See PP23)	Correlate with PV1.2, PP23 and any other activities in which students come in contact with people in authority. Follow up PS 17, need of rules, with discussions of need to enforce these.
PS17.2 After experiences with the school principal, secretary, teacher, nurse, custodian, lunchroom personnel, and bus drivers, the student will listen to and obey any directions given by them as observed by and to the satisfaction of the teacher (See PV1.2)	
PS17.3 The student will name 2 adults in his neighborhood to whom he owes respect and obedience when he is their jurisdiction.	

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Primary Social - 18 - Develops respect for public and private property

PS18.1 The student will use school equipment in the prescribed manner as judged by the teacher (e.g. desks, chairs, audio, visual, blackboard, etc.)	Have students help clean up classroom, school yard, etc. Show proper use of equipment and materials and discuss what would happen if they were not used appropriately
PS18.2 The student will properly use all playground equipment and supplies as judged by the teacher.	
PS18.3 The student will show respect for the building by refraining from writing on walls, throwing food on floors, etc, as judged by the teacher.	
PS18.4 The student will state 2 reasons why he shouldn't litter to the satisfaction of the teacher.	

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Primary Social - 19 - Knows the names and locations of various rooms in the school

PS19.1 When given a message to carry or an errand to run the student will take the message to the appropriate room in the school.	Take walks around school naming rooms. Send child who knows rooms with one who doesn't. Make map of school.

Primary Social - 20 - Develops an understanding of emergency practices and procedure (See PP20)

PS20.1 Presented with the sound of the school fire alarm either on tape or in an actual situation, the student will verbally identify the sound without error.	Role playing, discussions. "Where Am I?" Students thinks of a place everyone knows and describes the location; other students try to guess. Sequencing: give students 3 or 4 pictures showing steps to take during a fire drill, emergency situation, or situation in which someone is lost. Students arrange pictures to show what should be done.
PS20.2 The student will follow the proper procedures during a fire drill as judged by the teacher.	
PS20.3 The student will explain one thing he should do in each of the following emergency situations: fire, storm, and accident.	Ripple: film, Someone Is Lost DLM: Reaction cards
PS20.4 The student will explain 2 things he could do if he were lost in town. (e.g. call home, ask a policeman for help, ask a storekeeper, etc.)	
PS20.5 Given a description of a situation in which a child is lost in a rural setting (not the woods), the student will explain what he could do to the satisfaction of the teacher. (e.g. follow the road to the nearest house, etc.)	

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Primary Social - 21 - Develops attitude of caution in respect to strange animals, pets, people, gifts, and rides from strangers

PS21.1 The student will explain how he should behave around strange animals to the satisfaction of the teacher.	Discussions of personal experiences; of friendly, known animals; of watch dogs, wild vs. tame animals, etc.
PS21.2 The student will explain why he should be cautious around strangers, especially those who offer rides and/or gifts to the satisfaction of the teacher.	Patch the pony, Florence Alabama: The Legend of Patch the Pony

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Primary Social - 22 - Moves toward pair and group play (See also PP 11)

PS22.1 When participating in a game or activity requiring two people, the student will cooperate with a partner to the satisfaction of the teacher.	Use activities for other objectives to reinforce appropriate group play, especially activities requiring cooperation such as: sack race, relay races, etc.
PS22.2 When participating in a game or activity requiring more than 2 people, the student will cooperate with the other students to the satisfaction of the teacher.	

Primary Social - 23 - Shares possessions with others in the classroom (See also PP 11)

PS23.1 Presented with a story, simulated situation, or film illustrating a sharing situation, the student will explain why he should share with other people to the satisfaction of the teacher.	Use activities for other objectives to reinforce appropriate sharing behavior

PS23.2 Given the opportunity to share a toy or game with a classmate, the student will share the item to the satisfaction of the teacher.	
Primary Social - 24 - Begins to identify social situations as being time for interpersonal relationships	
PS24.1 When asked what is the best time at school to make friends, the student will name some time during the school day that is suitable as judged by the teacher. (e.g. lunch, recess, class parties, bus, etc.)	Use everyday routine and activities for other objectives to reinforce appropriate behavior. Discuss why some times are better than others for talking and playing with friends.
PS24.2 Placed in a variety of social situations, the student will demostrate appropriate social behavior depending on the situation as judged by the teacher.	
Primary Social - 25 - Can be either a group leader or follower	
PS25.1 The student will demonstrate appropriate behavior when in a leadership role as judged by the teacher. (e.g. leading a line, "Simon Says", etc.)	Use daily routine and activites for other objectives to reinforce appropriate leading or following behavior. Play Follow the Leader stressing words Follow and Lead.
PS25.2 The student will demonstrate behavior that is characteristic of a good follower as judged by the teacher.	

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Primary Social - 26 - Makes friends with classmates

PS26.1 The student will name one person in his class with whom he has made friends.	For these objectives, the teacher will need to help students without friends develop more adequate interpersonal relations. Students who remain social isolates will need to be referred to guidance counselors or psychologists. Pair off students for games, tutoring, etc. to bring isolate into more contact with others.
PS26.2 Following a survey made by the teacher in which all members of the class were told to name at least 3 of their friends, the student will have been selected as being a friend by at least one student.	

Primary Social - 27 - Realizes that individuals have different feelings that may conflict with his own.

PS27.1 Presented with a story involving the conflict of emotions, the student will explain the conflict and state a possible solution as judged by the teacher. (e.g. one child wants to share but the other doesn't, one child wants another to accompany him somewhere but the other doesn't want to go, etc.)(See PS8.1)	Role playing - Have students who are not involved in the role describe how participants feel, how one or both could avoid or end the conflict or accept the situation.

Primary Social - 28 - Recognizes the value of school

PS28.1 The student will state two reasons why most children like to come to school.	Before students go home, set aside 5 - 10 minutes to discuss the day's events, what the student liked that day, what he didn't like, what he learned, something funny that happened, etc.

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Primary Social - 29 - Knows the community helpers (See also PV1, PV5, PS17)

PS29.1 Presented with 3 pictures of community helpers the student will state the job titles of each without error.	See PV5
PS29.2 Presented with 3 pictures of community helpers and a verbal description of the job each performs, the student will point out the picture that meets the job description without error.	

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Primary Social - 30 - Can identify various types of transportation in the community

PS30.1 The student will name the modes of transportation available to him in his community.	Correlate with PR3, add lakes or rivers for boats, airport, railroad. Visit an airport, train depot, lake or river on which boats travel. Walk downtown or to a relatively heavily traveled road to see how many different kinds of vehicles go by. Watch trucks go by and try to guess what's in them.
PS30.2 The student will name one vehicle of transportation for land, water, and air without error	
PS30.3 The student will name 3 vehicles of transportation and name 2 products that might be transported on each vehicle.	Variety of sturdy vehicles e.g. Childcraft or Constructive Playthings (distributers). Tonka, Buddy - L, Ideal (manufactures). Include planes, trains, different kinds of trucks, buses, cars, boats. AGS: PLDK any level

Primary Social - 31 - Is aware of major holidays (See also PA(t)20)

PS31.1 Presented with symbols of 4 of the major holidays (Heart, Santa, Turkey, Easter egg, etc.) the student will state the holiday thus represented with no more than 1 error in 3 attempts.	See PA(T)20 Play matching and guessing games in which symbols, seasons, and/or descriptions are matched to holiday. Make bulletin board display (circular) showing 4 seasons and holidays in each.
PS31.2 Given the names of the seasons and the names of 4 holidays, one occuring during each season, the student will match the season and the holiday with no more than one error in 3 attempts.	Board game, buzzer board, sorting tray, Concentration, puzzle cards (See Appendix B)

Primary Social - 32 - Reports current events at home and at school (See also PSp2)

PS32.1 During sharing time, the student will relate one event concerning his home life.	See PSp2
PS32.2 Following a school program or activity the student will relate one detail of the presentation to the satisfaction of the teacher.	

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PHYSICAL SKILLS

GOAL

Upon the completion of the EMR program the student shall demonstrate a level of physical fitness that will allow for maximum physical involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

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The EMR student will demonstrate a knowledge of his body's function and will maintain adequate physical fitness in order to meet his personal, social, and vocational requirements.

Primary Physical Skills - 1 - Developes body awareness and identifies body parts.

Body parts to be taught during this objective:

head	face	tongue	gums	elbows	trunk	feet
forehead	eyes	teeth	neck	fingers	waist	toes
hair	nose	lips	shoulders	fingernails	legs	toenails
ears	mouth	chin	arms	back	knees	

PP1.1 The student will point out at least 20 of his own body parts from the above list.

PP1.2 The student will point to at least 20 of the above body parts on another person.

PP1.3 The student will point to at least 15 of the above body parts on a picture.

PP1.4 The student will name 5 body parts in his head (eyes, ears, nose, mouth, hair, etc.) 3 on his trunk (shoulders, chest, back, waist, stomach, etc.) and 3 on his limbs (knee, foot, toe, elbow, hand, fingers).

Students trace body on Kraft Paper, fill in features, draw and color clothes, etc. Play Hokey - Pokey.
Song: Head and Shoulders, Knees and Toes (tune of There's a Travern in the Town)
Students make paper dolls and clothes (use for PS4). Cut out body parts from magazine pictures and match (e.g. legs in different position, men's legs, women's legs, children's)

AGS: PLDK I (see manual for specific lessons)

DLM: People Puzzles; Multi-Ethnic Children Puzzles; Large Body Puzzles; Body Concept Spirit Masters I and II; Body Concept Templates
Full length mirror

Follett: Frostig MGL: Body Awareness, Creative Movement

Primary Physical Skills - 2 - Demonstrates gross motor coordination in rhythmic body movements, such as walking, running, jumping, kicking, sitting, rolling, skipping, throwing, or catching

PP2.1 The student will walk in a forward direction from a distance of 15 feet.	Relay races; tossing games (make a target such as a plywood clown with a large nose, use the various techniques, positions, distances, and objects) Hot Potato; Follow the Leader; Dramatization of Animals; walking, hopping skipping, running, marching to music; variations of sports such as Kickball, Softball, and Basketball simplifying rules.
PP2.2 The student will run in a forward direction for a distance of 15 feet.	
PP2.3 The student will crawl in a forward direction for a distance of 15 feet.	Follett: Frostig MGL: Coordination, Creative movement. Various size balls, beanbags, sponge balls.
PP2.4 The student will skip in a forward direction for a distance of 15 feet.	
PP2.5 The student will hop 10 consective times.	
PP2.6 The student will jump over an obstacle 1 foot in height, five consecutive times.	
PP2.7 The student will roll 10 feet without stopping	

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PP2.8 The student will kick an 8" playground ball a distance of not less than 20 feet.

PP2.9 The student will throw objects which vary in size, weight, texture, shape, and color using both underhand and overhand methods to the satisfaction of the teacher.

PP2.10 Using underhand and overhand methods, the student will throw an object with different body levels in relation to the ground to the satisfaction of the teacher.

PP2.11 Using underhand and overhand methods, the student will throw an object to various heights to the satisfaction of the teacher.

PP2.12 The student will throw objects of various sizes, shapes, and colors at a stationary target to the satisfaction of the teacher.

PP2.13 The student will throw an object at a stationary target placed at increasing distances to the satisfaction of the teacher.

PP2.14 The student will throw an object at stationary targets placed at increasing heights to the satisfaction of the teacher.

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PP2.15 The student will throw an object to another person or persons in activities in which there are variations in objects thrown, distances, and levels to the satisfaction of the teacher.

PP2.16 The student will throw an object to another person or persons in activities in which one or both of the pupils are moving at varying speeds, locomotor patterns, or levels to the satisfaction of the teacher.

PP2.17 The student will throw an object at a moving target whose speed, size, shape, and color are varied as judged by the teacher.

PP2.18 The student will throw objects of varying size, weight, texture, and shape at moving targets to the satisfaction of the teacher.

PP2.19 The student will catch an 8" playground ball with 2 hands that has been rolled to him from a distance of 10 feet.

PP2.20 The student will catch an 8" playground ball which has been bounced to him from a distance of 10 feet.

PP2.21 The student will catch an 8" playground ball which has been thrown to him from a distance of 10 feet.

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Primary Physical - 3 - Demonstrates sufficient muscular strength, flexibility, and agility to move body parts easily and quickly and maintain good posture.

PP3.1 From a back lying position with both hands behind the neck, the student will roll up to a sitting position one time.	Draw silhouettes on board or paper to show posture, draw lines to show correct posture. Have students do exercises and stunts.
PP3.2 From a back lying position with hands behind the neck and knees bent, the student will roll up to a sitting position one time.	Follett: Frosting MGL: Agility, Strength, Flexibility
PP3.3 While lying on his back the student will lift his legs to a height of 10 inches for 3 seconds, keeping his knees straight.	
PP3.4 While in a front lying position the student will lift his head, chest, and shoulders off the floor for 10 seconds.	
PP3.5 From a standing position, the student will touch the floor with his fingertips without bending his knees.	
PP3.6 The student will sit using correct posture as judged by the teacher.	

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Primary Physical - 4 - Is able to balance his body in various positions in space.

PP4.1 The student will maintain static balance on his preferred foot for at least six seconds.	Simon Says, Stunts
PP4.2 The student will maintain static balance on his non-preferred foot for at least 4 seconds.	Follett: Frostig MGL: Balance
PP4.3 After maintaining balance on one foot, the student will change his stance until he is balancing with at least 5 body parts touching the floor. (2 hands count as 2 body parts).	

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Primary Physical - 5 - Has sufficient fine motor skills to manipulate tools, toys, and games in the classroom (See PV9)

PP5.1 The student will manipulate objects of various sizes and shapes to complete an assigned task.	Use activities for other objectives which require manipulation of objects. Working with clay, sequeezing soft balls, helps develop hand muscles. For students who have difficulty begin with large easy to grasp objects e.g. Knobs before pegs, large play blocks before colored inch cubes, etc. When selecting toys or tangible reinforces, show to students, cover, and have him select by feel. Play Grab Bag in which student gets a point for each object he can name by feel.
PP5.2 Given a set of 5 familiar objects that are obstructed from the students view and then asked to select a particular item, the student will make the correct selection using tactual clues in 3 out of 5 cases.	

Primary Physical - 6 - Uses an opposing grasp of thumb and forefinger

PP6.1 Using his thumb and forefinger, the student will pick up 5 small objects without dropping them.	See PP5

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Primary Physical - 7 - Develops eye movement

PP7.1 The student will focus on an object moving from left to right in a smooth and continuous manner as observed and judged by the teacher.	Use pendulums (a bead on a string), lights, chalkboard lines. Have students move the object while others focus on it.
PP7.2 The student will focus on an object moving from top to bottom in a smooth and continuous manner.	

Primary Physical - 8 - Differentiates various texture (See PSp4)

PP8.1 Presented with four objects, two which are rough and two which are smooth, the student will, without visual clues, state which are rough and which are smooth without error.	See PSp4 Also: Tactile matching board-attach samples of various textured objects to a board or heavy cardboard. Provide a second set of samples for students to match - first using sight as well as feel, then blindfolded and using just feel.
PP8.2 Presented with four objects, two which are soft and two which are hard, the student will, without visual clues, state which are hard and which are soft without error.	
PP8.3 Presented with four objects, two of which are fuzzy, the student will without visual clues, state which objects are fuzzy without error.	

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Primary Physical - 9 - Differentiates between contrasting smells

PP9.1 Presented with 4 pairs of odor samples, two pairs which smell the same and two that smell different, the student will state whether the pairs are the same or different with no more than one error. (e.g. vinegar and water, lemon and chocolate, bleach and vinegar, etc.).	On walks, in room, in cafeteria ask students what they smell; if the cafeteria smells the same as the room, as outdoors; if it smells the same outside today as it did yesterday, etc.

Primary Physical - 10 - Differentiates between contrasting tast

PP10.1 Presented with 3 pairs of distinctly different tastes (sour, sweet, bitter, salty) each pair presented separately, the student will without visual clues state that the tastes are different without error. (Note: Try to have samples that are of a similar texture within each pair e.g. orange and lemon, unsweetened chocolate and sweetened chocolate, salt water and sweet water.)	Have a variety of edible objects on a table. Help students describe how they look whole, when cut in half (correlate with PA(Ms)25), how they feel, smell, and taste.
PP10.2 Presented with a set of 4 samples of tastes three of which are the same and one that is different, the student will without visual clues state which one that is different with no more than one error in 3 attempts. (Note: Try to keep textures consistent. e.g. 3 orange and one lemon 3 sweet water and one salty water, 3 chocolate milk and one unsweetened coffee).	
PP10.3 Given one sample of sweet, sour, bitter, and salty, the student will without visual clues state the characteristic of each sample he tasted without error.	

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TERMINAL OBJECTIVE

The EMR student will demonstrate proficiency in the recreational skills of arts and crafts, music, drama, games, and organized sports such that he may make profitable use of leisure time.

Primary Physical - 11 - Can play cooperatively and competitively

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PP11.1 Provided with one toy or puzzle, the student without close supervision, will share that item with one other student without argument as measured by teacher observation.

PP11.2 Placed in a small group with limited supervision, and provided with toys, puzzles, or a simple game, the student will actively participate without disrupting the group as measured by teacher observation.

PP11.3 Placed in a small game out-of-doors, with close teacher supervision, the student will cooperatively participate without disruption as measured by the teacher observation.

PP11.4 Placed in a small group game out-of-doors with limited supervision, the student will cooperatively participate without disruption as measured by teacher observation.

PP11.5 Placed in a competitive group activity out of doors, such as relays and simple team games with limited supervision, the student will cooperatively participate without disruption as measured by teacher observation.

Note: These objectives do not specify the number or per cent of time that the student should exhibit these behaviors. It would be unrealistic to expect young children to share, cooperate, actively participate, etc. 100% of the time. Furthermore, the circumstances surrounding the activities would affect concepts of sharing, participation, disruption, and cooperation. The teacher will have to determine the appropriatness of the behavior for the specific circumstances.

Reinforce appropriate behavior during activities for other objectives. Discuss results of inappropriate behavior (e.g. quaralling during a game spoils the game for all).

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Primary Physical - 12 - Can move body in response to rhythm and beat

PP12.1 In response to accompaniment, the student will sustain a pattern involving movement on the down beat, such as clapping, stamping, marching, etc. for a minimum of 45 seconds as observed by the teacher.	Listen to music of different rhythms. Let students move freely to music. Provide props: scarves for waltz, flags for march, etc. Stand in circle (or on a line) holding hands while moving to music, trying to keep children with poor rhythm between students with good rhythm. Bounce balls in rhythm without music. Play variations of Simon Says. When using rhythm instruments let students just play with them first; when ready to be used for group activity, tell students that anyone playing their instruments before being told to do so will have them taken away, and follow through with the "threat" (a few times of this is all that is usually necessary).
PP12.2 In response to accompaniment, the student will sustain an even movement pattern such as walking, running, hopping or jumping for a minimum of one minute as judged by the teacher.	
PP12.3 In response to accompaniment, the student will sustain an uneven movement pattern such as skipping, sliding, or galloping for a minimum of one minute as judged by the teacher.	
PP12.4 In response to accompaniment, the student will sustain a minimum of 2 movement patterns simultaneously, such as clapping and stamping, for minimum of 45 seconds as judged by the teacher.	
PP12.5 In response to accompaniment, the student will sustain simple rhytmic pattern (using one rhythm instrument) for one minute as judged by the teacher.	

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Primary Physical - 13 - Selects and plays records without aid.

PP13.1 Given a manual or automatic record player, the student will select and play records independently of the teacher at all times.	When playing records for other activities, show students how to work record player. Have one student at a time (per day or week) be "in charge" of record player until all know how to use it.
PP13.2 Upon hearing a familiar record being played the student will determine the correctness of the speed for that particular record every time.	

Primary Physical - 14 - Demonstrates creative use and care of simple art materials (See PSp3 and PP5)

PP14.1 After exposure to simple art materials, the student will identify paint, paint brushes, scissors, paste applicators, construction paper, painting or drawing paper crayons, pencils, chalk, and clay with 100% accuracy.	See PSp3 and PP5 Provide opportunities for experimentation with art materials with just enough supervision to see that materials, furniture, clothing, etc. are not damaged. Discuss results with students. Be sure to provide ample time for clean-up.
PP14.2 Presented with art materials for him to use in the classroom, the student will determine their proper care and storage to the satisfaction of the teacher.	
PP14.3 After completing a given art project, the student will properly clean up, care for, and store his materials every time as measured by the teacher observation.	
PP14.4 After exposure to various art materials such as paint paint brushes, paper, crayons, paste, scissors, clay, paint, etc., the student will choose appropriate materials and independently complete his own creative art task to the teacher's satisfaction.	

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Primary Physical - 15 - Recognizes the basic artistic media

PP15.1 Presented with 3 examples each of four of the following media: painting, drawing, photography, sculpture, pottery, weaving or wood carving (or any other that might be particulary relavant to the student) the student will state what media is being presented with no more than 3 errors.

PP15.2 Provided with one sample each of work done in at least four different artistic media, and pictures of or actual tools used by the artist when working in each media, the student will match the tools with samples. e.g. camera - photography; brush - painting; clay - sculpture; strips of paper, thread, or a loom - weaving; pencil - drawings.

Provide opportunities for students to use a variety of art media both in conjunction with other activities and for free creative art.

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Primary Physical - 16 - Participates in imitative and/or dramatic activities

PP16.1 When placed in a simple creative dramatic activity, the student will actively participate to the teacher's satisfaction.	Vary the type, the amount and complexity of props and costumes, the kind of oral presentation (sometimes students provide dialogue, sometimes one acts as narrator), etc. Correlate with other objects.
PP16.2 When placed in a simple imitative situation (e.g. acting out animal movements and/or sounds) the student will complete the assignment to the teacher's satisfaction.	Stories, pictures, filmstrips (Projection Filmstrip: Animal Musicians) which appeal to the students
PP16.3 Given the opportunity to manipulate a simple hand puppet while music or dialogue is being supplied by the teacher or student himself, the student will hold the puppet correctly and move its parts to the satisfaction of the teacher.	

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TERMINAL OBJECTIVE

The EMR student will identify and interpret environmental signs pertinent to his health and safety

Primary Physical - 17 - Knows and follows basic safety procedures in the home and classroom

PP17.1 The student will demonstrate proper use of sharp instruments (knives, scissors, etc.) used in the classroom to the satisfaction of the teacher.

PP17.2 The student will cite the correct procedures in handling glass and what should be done when it is broken to the teacher's satisfaction.

PP17.3 The student will describe proper behavior around chemicals, medicines, and any container with which he is unfamiliar, to the satisfaction of the teacher.

PP17.4 Given simulated or actual experience with electrical appliances in the classroom, the student will demonstrate safe use of these appliances to the teacher's satisfaction.

PP17.5 The student will identify 3 potential hazards and select a method of remediation for each to the teacher's satisfaction. e.g., running in lunchroom, pulling fire alarm, pushing on stairs, toys on floor.

PP17.6 The student will describe the dangers of playing with matches, building fires, and playing around the heater and kitchen stove to the satisfaction of the teacher.

Discuss safety procedures and reasons for them. Have students make safety posters. Reinforce safe procedures during other activities.

DLM: Functional Signs
WASP: 54 Functional Words
Books: Sharp, Lets Find Out About Safety; Leaf, Safety Can Be Fun

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Primary Physical - 18 - Travel to and from school safely (See also PR3)

PP18.1 Faced with simulated and real situations, the student will cross at corners after stopping, looking and listening as observed by the teacher.	See PR3 and PP17 Additional books: Suess, Dr. And To Think I Saw It On Mulbery Street; Breed, Safety Indoors and Out Instructo: Safety on Streets and Sidewalks (flannal board pictures)
PP18.2 Faced with a simulated situation, the student will demonstrate the correct safety procedures for riding in a car to the teacher's satisfaction.	AAA - Write for recent free or inexpensive material
PP18.3 The student will correctly state two rules of safe bus conduct.	
PP18.4 Given eight pictures and/or descriptions of people riding bicycles, half of which indicate safe riding procedures, the student will select the safe procedures with no more than 1 error.	

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Primary Physical - 19 - Understands the dangers of playing in dangerous surroundings

PP19.1 Given 3 pictures and/or descriptions of unsafe areas, (e.g., dumps, railroad tracks, old trunks and refrigerators, alleys, water areas, construction sites and deserted parks) and 3 safe areas, the student will point out the safe areas without error.	See PP18 and PP19

Primary Physical - 20 - Knows what to do when an accident and/or emergency situation occurs.

PP20.1 Given a simulated emergency situation (fire, accident, fight, etc.) and asked what he should do, the student will state that he would report to an adult.	Dramatizations, discussions, sequencing. Visit police department, fire department, rescue squad and/or have representatives visit classroom.

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Primary Physical - 21 - Knows simple rules for preventing spread of diseases and for keeping healthy

PP21.1 Given a situation, simulated or actual, in which the appropriate behavior is to cover the mouth (sneeze, cough, and yawn) the student will demonstrate the proper action and explain why he should do this (prevent spread of germs) to the satisfaction of the teacher.

PP21.2 Presented with 5 pictures depicting either a good health practice or a poor one the student will state a positive rule concerning the subject of the picture with no more than 1 incorrect response in 3 attempts. (e.g. washing hands at appropriate times, using handkerchiefs or tissues; turning your head away from people and food when sneezing and coughing; keeping foreign objects out of mouth, nose, and ears; keeping fingers out of nose, etc.)

PP21.3 After using the bathroom, the student will flush the toilet every time without being reminded as observed by the teacher.

PP21.4 Provided at school with toothbrush, toothpaste, lavatory facilities, and limited supervision, the student will brush his teeth correctly at appropriate times to the teacher's satisfaction.

Visit school nurse and have nurse talk to students. Have dentist or dental hygienist show parts of mouth, proper way to brush teeth, effects of inadequate care of teeth. Visit dentist's office if possible. Provide tissues, toothbrushes and toothpaste and encourage their use.
Students make posters, bulletin board display, or booklets. Dramatizations such as going to the dentist or Mr. Tooth Decay. Make up songs to tune of This is the Way We Wash Our Clothes using wash or hands, brush our teeth (...so early every morning), etc.

Hayes: Health Posters
Books: Bartrug, C.M. Mother Goose Health Rhymes;
Zoberlier, Ruth About Jack's Dental Check-Up
Booklet I'm Going to the Dentist (this and other materials available free from American Dental Association, 222 E. Superior St., Chicago, Ill. 60611)
Song: To tune of Row, Row Your Boat:
Brush, brush, brush, your teeth
Brush them every day
Father, Mother, sister, brother
Every, every day (Wash, wash, wash your hands, etc.)

Dental Kits from toothpaste companies
Filmstrip - Colgate - Palmolive co.: Good tooth care.

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PP21.5 The student will name and locate the areas of the mouth on himself and a diagram with no more than 1 error (e.g. lips, teeth, gums, and tongue).

PP21.6 When presented with a picture of a healthy tooth and a picture of one with decay, the student will point out which is healthy and which is decayed without error.

PP21.7 The student will state at least 2 reasons for brushing teeth. (e.g. to prevent decay, to keep gums healthy, to keep breath smelling nice, and to make a pretty smile)

PP21.8 When asked who helps us when we have problems with our teeth and gums the student will answer "the dentist" without error.

PP21.9 The student will state 3 rules of good health. e.g. washing hands at appropriate times, using handkerchief or tissues, keeping foreign objects out of mouth, nose, cars, etc.

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Primary Physical - 22 - Recognizes the need for balanced diet, rest and exercise

PP22.1 The student will explain that rest is necessary to keep our bodies alert and realy for action to the satisfaction of the teacher.

PP22.2 Presented with descriptions of 5 activities, at least 3 of which are active, the student will state which are active and which are restful with no more than one error.

PP22.3 The student will name 4 ways he can get exercise.

PP22.4 After an organized physical development program the student will explain how he knows exercise has made him stronger (e.g. he can run further, do more sit-ups, etc.)

PP22.5 The student will explain one reason why he needs a proper diet to the satisfaction of the teacher. (e.g. stay healthy)

Discussions following P.E., before resting time, following walks, etc. Visit or invite school nurse, cafeteria manager or dietician, farmer, baker, grocer, home economics teacher, physical education teacher. Make bulletin board displays, booklets, posters. Make fruit and vegetables from clay. Prepare a simple lunch including planning, shopping, preparing food, serving, cleaning up.

Books: Janice, Little Bear's Sunday Breadfast (Screbner's Sons)

Films: Coronet - Good Eating Habits; Nat'l Dairy Council (111 N. Canal, Chicago) - Uncle Jim's Dairy Farm; Encyclopedia Britannica - Eat for Health

Filmstrips: Modern Talking Pictures Services - Physically Fit; American Bakers Association - Food for Health

PLDK: Pictures

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PP22.6 Presented with pictures of foods arranged in the basic 4 food groups (1. milk and cheese products; 2. meat and eggs; 3. fruit and vegetables; 4. bread and cereal), the student will select foods for a good breakfast, lunch, and dinner, being sure to include at least 1 food from each group	
PP22.7 Presented with 3 pictures of foods one might eat for snacks, the student will select the more nutritious foods (e.g. orange juices, milk, soda pop; apple, peanuts, candy bar, etc.) 80% of the time.	

Primary Physical - 23 - Identifies simple body ailments and related helpers (See PV5, PS18.1, PS30.1)

PP23.1 Presented with 3 persons to whom he might go for health reasons (doctor, school nurse, dentist) the student will state one ailment he might have to warrant a visit to each without error.	Invite doctor, school nurse, and dentist to school. Visit their offices. Role play doctor, nurse, or dentist and patient
PP23.2 Given a description of 3 ailments, one of which would warrant a visit to the doctor, one a visit to the nurse, and one a visit to the dentist, the student will state the correct person to whom he would go without error.	

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APPENDICES

APPENDIX A

Reading Vocabulary

Dolch 220 Basic Sight Vocabulary

a	see	saw	new	hold	draw
all	so	said	not	how	drink
am	the	she	of	just	eight
an	to	sit	open	keep	every
and	up	some	please	kind	hurt
are	we	stop	or	much	know
at	you	three	our	must	light
big	as	today	pull	now	myself
blue	away	two	read	off	never
call	be	was	saw	once	own
can	black	will	say	only	pick
come	brown	work	sing	round	right
do	by	yes	six	sleep	seven
down	came	yellow	soon	small	shall
funny	did	again	ten	take	show
go	eat	ate	upon	thank	their
good	fall	black	us	that	them
he	find	but	who	they	then
help	for	cold	why	this	there
here	get	cut	wish	too	these
I	going	fast	your	try	think
in	have	first	about	under	those
is	her	five	after	walk	together
it	him	fly	always	well	use
jump	his	flour	around	were	very
like	if	give	ask	white	want
little	into	goes	because	with	warm
look	laugh	going	been	tell	wash
make	let	got	before	any	went
me	live	green	best	better	what
out	may	had	buy	both	when
play	my	has	does	bring	where
pretty	no	hot	for	carry	which
ran	old	its	found	clean	would
red	on	long	full	could	write
ride	one	made	gave	done	
run	put	many	grow	don't	

Dolch Common Nouns

toy	bear	water
father	car	way
house	cat	ball
man	children	bed
mother	coat	boat
apple	dog	cake
bird	door	chair
box	egg	Christmas
boy	farm	corn
day	farmer	fire
doll	feet	floor
duck	fish	leg
girl	flower	men
hill	game	milk
kitten	garden	money
letter	hand	paper
morning	head	picture
school	home	Santa Claus
shoe	horse	seed
street	name	sister
thing	night	sun
time	party	table
tree	pig	top
wind	rabbit	watch
baby	rain	wood
back	snow	

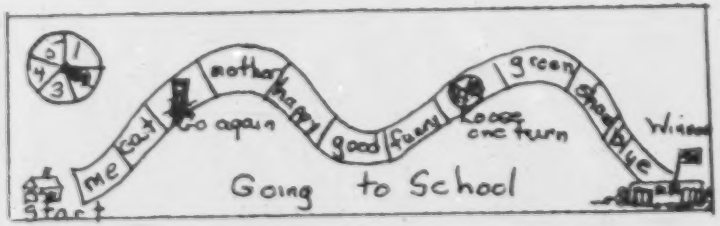
Additional Words

wait	pet	dress	food
age	address	circle	bag
telephone	arm	cross	cup
love	line	check	glass
bus		meat	underline

APPENDIX B

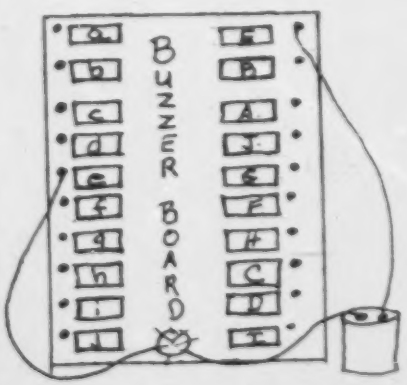
Multi - Purpose Materials

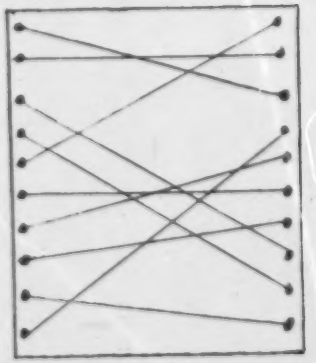
Board Game - A multi- purpose game board can be made in several ways. Decide upon a theme and name (e.g. Race Track, Circus Game, Wild West, etc.) and select appropriate tokens (miniature cars, circus animals, cowboys and Indians, etc.) Draw a simple path on a piece of poster board. Make a spinner from a piece of tag board, a tag board arrow, and a paper fastener loosly attaching the arrow to the base. The spinner may be made on the game board itself or dice may be used instead of a spinner. One way to make the board multi-purpose is laminate it or cover with clear contact. The squares on the path may be changed by writing or drawing on the squares with grease pencil or writing or drawing on sticky paper (such as address labels) which is then placed on the squares. The latter may be saved when the board is changed for reuse.



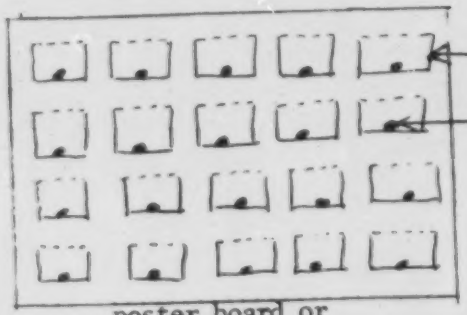
The chance squares: move ahead two, loose turn, go again, etc. can be permanent. Frequent playing will familiarize students with these. Squares on path may contain words to name, pictures or words to rhyme, items to match, etc. The student must name or match the appropriate item or he looses his turn.

Buzzer Board - Use a large board on which about twenty 3 X 5 cards or similar items can be tacked or taped. Attach terminals (nails, screws, brads, etc.) along both sides of board and a socket and flash light bulb at bottom. Wire the back joining terminals, attach lead wires to a dry cell battery (one wire also being attached to light socket) being sure the wires are long enough to reach the top terminals. Switch the wires on the back frequently so that students are not able to memorize the correct matching terminals.

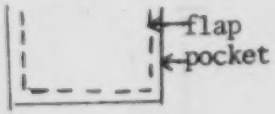




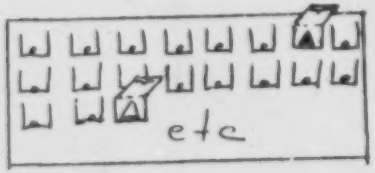
Concentration -Construct a board so that the pictures numbers, words, etc. can be changed e.g.



On the back, paste a pocket over each flap



Slip cards with items to be matched into flap



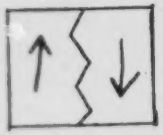
Children play as in the card game or T.V. game, selecting two doors or numbers. If the two things match, the student gets a point. May be played by almost any number but is best with small groups (2-5)

Puzzle cards: - Puzzle cards can be made for any matching activity. As soon as the student recognizes when the pieces fit properly, these provide immediate reinforcment for the correct response. Commercial ones are available. e.g. DLM: Ordinal/Cardinal Puzzles, Coin Puzzles; Ideal: Rhyming Puzzles; Judy; Jig Saw Boarels; ETA Phonogram Picture-and -Word Grouping Cards, What-is-My Color ? Matching Cards, What-Am-I? Puzzle Cards Comprehension Matching Cards, and many others; Childcraft Rhyming Puzzles, Alphabet Jigsaw, etc.
However, they are simple to make and students can help make them. Simply write or draw the items to be matched on a piece of tagboard and cut in random fashion between the items. The items and cutting line may be drawn lightly with pencil and students can trace with magic marker or crayon and cut on the line. This will provide some development in the skill being taught with the cards and also in the following objectives: PW1.2, PW4.1, PV4.1, PV4.2, PV6.1, PV6.2,PS9.1, PP14.2, PP14.3, PP17.1.

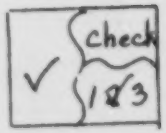
Examples of Puzzle Cards

PL4.1

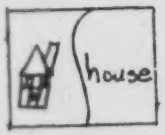
PS4.4



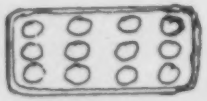
PR7.1

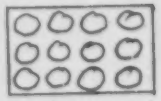


PR8.1



Sorting tray or box: Commercial sorting boxes and trays are available from a variety of companies. They can also be made from many items you might have on hand. e.g. A box with partitions, a soft drink bottle case, an egg carton, an old desk or dresser organizer, etc. Following is a description of a simple multi-purpose one and some suggestions for use:
The box or tray itself is a muffin or cupcake tin (if old and battered it can be decorated with fancy self-adhesive paper). Prepare a ditto of circles in the same position as the cups of the tin.





Use circles of construction paper, stecky paper (such as address labels), paper cupcake liners, actual objects, etc. to provide the stimulus. The response may be made in the muffin tin, on the ditto, or both.

Examples of Activities

(1) Objective #PR4.1 Place construction paper circles in the bottom of the cups (an equal number of red, blue, and yellow). Provide the student with a box containing the appropriate number of red, blue, and yellow objects (small blocks, beads, buttons, crayons, etc.). The student places one object in each cup according to color. He then colors the circles on the ditto to correspand to the colors in the tray. This activity also leads toward the accomplishment of the following objectives: PW1.2, PW2.1, PA5.2, PV4.1, PV4.2, PV6.1, PS18.1, PP5.1, PP6.1.

(2) PA7.1 Write numbers (either a few different numbers repeated or 12 different numbers) on sticky paper, construction paper, or paper cupcake liner and place one in each cup of the tin: Provide the student with plenty of small objects (buttons, beads, bottle, caps, pebbles, plastic chips, squares of paper, etc.) The student puts the number of items in each cup. He may then trace or write the corresponding numbers on the ditto. This activitiy also leads toward the accomplishment of the following objectives: PA7.2 (or PA7.3) PV4.1, PV4.2, PV6.1, PS18.1, PP5.1, PP6.1 and may be used for PL9.1.

(3) Write a word from a word family on sticky paper, construction paper, or paper liners (e.g. ran, bake, dot, pin, sat, bad, lot, sun, sit, bike, bell, bend). Provide student with small word cards containing other members of the word families. Students puts words in appropriate cups.

APPENDIX C

Addresses of Companies Referred to in Materials and Resources

AGS: Amercian Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Childcraft Education Corporation
964 3rd Ave.
New York, New York 10022

Continental Press, Inc.
127 Cain St.
Atlanta, Ga. 30303

Coronet Instructional Media
65 E. South Water St.
Chicago, Illinois 60601

DLM: Developmental Learning Materials
740 Natchez Ave.
Niles, Illinois 60648

Educational Activities
Freeport Long Island, New York 11520

Field Education Publications, Inc.
609 Mission St.
San Francisco, Calif. 94105

Follett
1010 West Washington Blvd.
Chicago, Illinois 60607

Frank E Richards
324 First Street
Liverpool, New York 13088

44 Sounds Publications
Box 288
Short Hills, N.J. 07078

General Learning Corporation
Morristown, New Jersey 07960

Houghton Mifflin
666 Miami Circle NE
Altanta, Ga. 30324

Ideal School Supply Company
Oak Lawn, Illinois 60453

The Instructo Corporation
Paoli, Pennsylvania 19301

MB Milton Bradley Company
74 Park St.
Springfield, Mass. 01101

Mead Educational Service
245 N. Highland Avenue, N.E.
Atlanta, Ga. 30307

PLDK: Refers to Peabody Language Development Kit made by AGS

Pumpkinseed
Coldwater Tavern Road
Nassau, N.Y. 12123

Singer
1345 Diversey Parkway
Chicago, Ill. 60614

Steck Vaughn
P.O. Box 2028, Vaughn Building
Austin, Texas 78767

Teaching Resources
100 Boylston St.
Boston, Mass. 02116

Universal Education and Visual Arts
100 Universal City Plaza
Universal City, Calif. 91608

APPENDIX D

Sources for Additional Activities

Cratty, Bryant J. Learning and Playing: Fifty Vigorous Activities for the Atypical Child. Freeport, N.Y. : Educational Activities Inc.

Crescimbeni, Joseph. Arithmetic Enrichment Activities for Elementary School Children West Nyack, New York: Parker Publishing Co. 1965

Gallagher, Patricia A. Positive Classroom Performance: Techniques for Changing Behavior, Denver, Colorado: Love Publishing Co., 1971

Hall, Nancy A. Rescue: A Handbook of Remedial Reading Techniques for the Classroom Teacher, Stevensville, Mich. : Educational Service, Inc. 1969

Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. Arlington, Va. : The Council for Exceptional Children, 1968

Platts, Mary E. Plus: A Handbook for Teachers of Elementary Mathematics. Stevensville, Mich.: Educational Service, Inc. 1964

Taylor, Frank D. et al. Exploring Our Environment: Science Tasks. Denver, Colorado: Love Publishing Co., 1973

Taylor, Frank D. et al. Individualized Arithmetic Instruction. Denver, Colorado: Love Publishing Company, 1970

Taylor, Frank D. et al. Individualized Reading Instruction: Games and Activities. Denver, Colorado: Love Publishing Co., 1972

Taylor, Frank D. et al. Motivating Reluctant Learners. Denver, Colorado: Love Publishing Company, 1974

Wallace, Gerald and Kauggman, James. Teaching Children with Learning Problems. Columbus, Ohio: Charles E. Merrill, 1973.

Journals

The Pointer, published by New Reader's Press, 1112 1/2 E. Fayette St., Box 131, Syracuse, N.Y. 13210

Teaching Exceptional Children, published by the Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900 Arlington, Virginia 22202

EMR Curriculum Guide

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Intermediate

EMR

CURRICULUM GUIDE

INTERMEDIATE

Developed by

The Curriculum Development Project for the Educable Mentally Retarded
Lake Butler, Florida

Serving the School Districts of

Baker, Bradford, and Union Counties, Florida

A Title VI-B Grant of
The Elementary and Secondary Education Act

Edited and Prepared by
Veronica M. Ruschmeier, Project Director and EMR Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist

June 1974

Copies of this Curriculum Guide may be obtained on loan from FLRS, Exceptional Child Education, Department of Education, Tallahassee, Florida 32304

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PARTICIPANTS

The following agencies and individuals have participated in the final phase of the project: field testing and revising the curriculum:

AGENCIES

Administrative and Fiscal

Union County School Board Lake Butler, Florida	James H. Cason, III Superintendent of Schools

Cooperative

Baker County School Board Macclenny, Florida	M.J. Gazdick Superintendent of Schools
Bradford County School Board Starke, Florida	Jim Temple Superintendent of Schools
Alachua County School Board Gainesville, Florida	James W. Longstreth Superintendent of Schools
Columbia County School Board Lake City, Florida	Frank Phillips Superintendent of Schools

INDIVIDUALS

Administrative and Supervisory

Buren L. Dunavant, District Federal Projects Director, Union County
Veronica M. Ruschmeier, EMR Project Director and Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist
Yvonne Stevens, Elementary Supervisor, Baker County
Betty Allison, Exceptional Child Coordinator Columbia County
Jane Nelson, Director MR and SLD, Alachua County

Field Test Teachers:

Primary

Alachua County: Brenda Maltby
Baker County: Wanda Walker
Bradford County: Mellonease McDonald, Willie Mae Randolf, Esther Tolbert
Columbia County: Hope McDonald, Margaret McGrath, Jane O'Rear
Union County: Marilyn Ericsson

Intermediate

Alachua County: Patricia Padgett, Shirlee Turner
Baker County: Nan Bowen, Ruby King
Bradford County: Patricia Sigglekow, Elizabeth Walker, Paula White
Columbia County: Eloise Green, Rosa Scott, Mary Jane Weaver

Junior High

Columbia County: Carol Howell, Sammie Everett, Wayne Hooks

Junior-Senior High

Alachua County: Judy Jeuvenaz, Kandy Friese
Bradford County: Eugene Harvey, Cynthia Hebb
Columbia County: Jan Binet

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Administrative, Supervisory, and Consultive

Gerald Boardman, Consultant, University of Nebraska
Jim Duncan, Consultant, Director Title III P.E. Project for M.H.
Charles Forgnone, Consultant, University of Florida
Pamela Harrington, former EMR Specialist
Joseph Marinelli, former Project Director
Mary Lou McEver, Consultant, University of Florida
Cora Mae Paganini, Consultant, University of Florida
Lucille Payne, Elementary Supervisor, Bradford County

Writing Team

Baker County: Nan Bowen, Ruby King

Bradford County: Yvonne Long, Willie Mae Randolf, Linda Rockwell, Paula White

Union County: Marilyn Ericsson, John Fielding, Helen S. Hoffman, Sharon Minshew, Janice Snodgrass

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Landis Stetler, Chief
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Pat Hollis, MR Consultant

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And last but not least, the real boss of the project who not only kept the project in line but kept us in line too - our secretary, Patsy Cason.

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This curriculum guide is the product of an ESEA Title VI-B grant awarded to Baker, Bradford, and Union Counties Florida for a three year period from July 1971 - June 1974. The three years corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. The educational and vocational needs and resources of the three counties were surveyed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Procedure Manual For Conducting A Needs Assessment and A Summary Of Findings And Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded In Baker, Bradford And Union Counties.

During the second year; the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational Competencies, Social Competencies, and Physical Skills and four levels: Primary (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15) and Senior High (CA 16 and older). For each area, a terminal objective was written and within each area and level several Interim Objectives were written. Fianlly, a team of teachers from the three countis, whose classes ranged from primary through secondary EMR, revised the Terminal and Interim Objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives For The Educable Mentally Retarded.

The third phase, which was begun during the second year but expanded during the third year was field testing. A total of 38 teachers of EMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriatness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Secondly, teachers were asked to suggest activities and materials for the accomplishment of the objectives. Feedback from the teachers was obtained through:

(a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.
(b) A workbook in which teachers wrote the activities materials, and resources used for each objective and comments regarding the objectives.
(c) A random sample of test items was given to some of the students to determine appropriatness of the objectives.
(d) The EMR Curriculum Specialist met with teachers in groups and individaully to discuss the objectives.

On the basis of the information thus obtained objectives were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.

USING THE CURRICULUM GUIDE

Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

Numbering of Objectives

The first letter refers to the level

P = Primary
I = Intermediate
J = Junior High
S = Senior High

The second letter or group of letters refers to a general area of learning:

L = Listening
Sp = Speaking
R = Reading
W = Writing
A = Arithmetic, Facts and Processes
A(M) = Arithmetic, Money
A(T) = Arithmetic, Time
A(Ms) = Arithmetic, Measurement
E = Environmental Awareness
V = Vocational
S = Social
P = Physical

The number preceding the decimal refers to the interim objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objective of the fifth interim objective of Primary Arithmetic (Facts and Processes).

Using the Objectives

In an attempt to provide a sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selection of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermore, often one activity can test several objectives. Generally it is recommended that objectives be presented as a test item first -- a pre -- test -- and if the student has not passed the item, then activities be conducted to instruct toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each Specific Objective. The Specialists combined these within each Interim Objective for ease of use and added additional activities and materials.

The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for several objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and language skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High Level).

Recording Student Accomplishments

Teachers in the participating counties are being asked to develop a system of recording objectives achieved by each student. Eventually it is anticipated that the same system would be used by all teachers. One suggestion has been a small booklet listing each objective and three point checking system (e.g. complete acquistion of objective, occasional demonstration of skill, no success with objective yet or no exposure). Another suggestion has been a single card for each level or a file folder with objectives for each level on the four sides. These might be arranged in a square with the four goal areas on each side and the interim and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et at, Love Publishing Company, Denver, Colorado, 80222, page 137 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will elimate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.

BASIC SKILLS

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GOAL

Upon completion of the EMR program the student will demonstrate an ability to use the basic language skills (listening, speaking, reading and writing) and arithmetic skills to successfully compete in the world of work. He will also demonstrate an awareness of his enviornment.

TERMINAL OBJECTIVE

The learner will exhibit proficiency in expressive and receptive language skills

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LISTENING

Intermediate Listening - 1 - Identifies spoken words that begin with the same sounds, end with the same sound and rhyme (See IR4)	
IL1.1 Orally presented with 10 word pairs, 5 pairs, whose words begin with the same sound and 5 pairs whose words begin with different sounds, the student will state whether the words in each pair begin with the same or different sounds with no more than 1 error. (Note: Start with very different sounds and move to finer discriminations)	Matching games like Concentration, Go Fish, Search and Dominoes in which pictures of objects beginning with the same sound or rhyme are matched. (See Appendix for "Matching Games".) Teacher calls out words. Students raise their hands when they hear the requested element. Musical Chairs - Teacher calls out words beginning with the same letter. When the teacher changes to words that begin with a different letter, all children must find a seat. Find objects in the room that have the same sounds in the initial or final positions. Make Posters of pictures of objects with the desired initial or final sounds.
IL1.2 Orally presented with a group of 5 words 2 of which begin with the same sound, the student will repeat the 2 beginning with same sound, with no more than 1 error in 5 attempts.	
IL1.3 Orally presented with 10 word pairs, 5 pair whose words end with the same sound and 5 pairs whose words end with different sounds, the student will state whether the words in each pair end with the same or different sounds with no more than 1 error. (Note: start with very different sounds and move to finer discriminations).	Ideal Listen to Learn Series Modern Curriculum Press - Phonics Workbooks A, B and C Hayes - Listen and Speak to Read DLM - Rhyming Cards, Cat No. 235

IL1.4 Orally presented with a group of 5 words 2 of which end with the same sound, the student will repeat the 2 words ending with the same sound with no more than 1 error in 5 attempts.

IL1.5 Orally presented with a group of 5 words, three of which rhyme, the student will repeat the words that rhyme with no more than 1 error in 5 attempts.

IL1.6 Given a short nursery rhyme limerac in which the last word is omitted, the student will supply an appropriate rhyming word with no more than 1 error in 5 attempts. (Note: this objective also involves context skills).

IL1.7 Verbally presented with 10 groups of 3 words, 2 of which rhyme and 1 that ends with a similar but different way, the student will repeat the 2 words that rhyme with no more than 2 errors.

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Intermediate Listening - 2 - Identifies the initial, final, and medial sounds and consonant blends in spoken words

IL2.1 Verbally presented with 10 words that begin with a random sample of single consonants, the student will imitate the initial sound of at least 8 words.	Put pictures in a box, have each student, in turn, draw out pictures, say the word the picture represents, and then imitate the initial, medial, or final sounds. Play "Search" (See Appendix B). Instruct one partner to say the word represented by his picture and the other partner to imitate the initial, medial, or final sound.
IL2.2 Presented verbally with 10 words that end with a random sample of single consonants, the student will imitate the final sound of at least 8 words.	Put pictures in a box that represent words beginning with blends. Make about 50% of the blends the same. Have the students draw out 2 pictures, say the word represented by the pictures and tell whether the pictures begin with the same or different blends. Give each student a flash card that says "same."
IL2.3 Presented verbally with 10 words that have a single consonant sound in the medial position, the student will imitate the medial sound of at least 8 words. (e.g. little, before, bigger; not: after, Sunday, under.)	Call out pairs of words that begin with blends or contain the same vowel sounds, etc. If the words contain the given similar element the students should hold up the cards that say "same". A variation: Instruct half the class to stand or raise their hands when they hear words that are the same and the other half to indicate when the words are different.
IL2.4 Presented verbally with 10 pairs of words, 5 pairs whose words begin with the same consonant blends and 5 pairs whose words begin with different consonant blends, the student will state whether the words begin with the same or different blends with no more than 1 error.	See IL1 for activities that can be adapted to these objectives.

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IL2.5 Presented orally with 5 words, 2 of which begin with the same consonant blend, the student will repeat those two words with no more than 1 error in 5 attempts.

IL2.6 Presented orally with 10 pairs of one syllable words, 5 pairs whose words contain the same vowel sound and 5 pairs whose words contain a different vowel sound, the student will state whether he hears the same or different vowel sounds with no more than 2 errors.

IL2.7 Presented orally with 5 one syllable words, 2 of which contain the same vowel sound, the student will repeat those two words with no more than 1 error in 5 attempts.

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Intermediate Listening - 3 - Listens to stories poems and speakers

IL3.1 During the oral presentation of a story, the student will listen to the story as judged by and to the satisfaction of the teacher.	Make a ribbon or some award for the best listener after a story, poem, music selection, or speaker. When listening to records or tapes circulate among the children and give points or tokens to those who are "good listeners". Discuss what "good listening" is and why it is important Constanly reinforce the "good listener" concept throughout the school day.
IL3.2 During the oral presentation of a poem, the student will listen to the poem as judged by and to the satisfaction of the teacher.	Read library books about upcoming holidays current events, books that correlate with units, etc. Use books concerning an issue at hand.
IL3.3 During the presentation of a selection of music, the student will listen to the music as judged by and to the satisfaction of the teacher.	
IL3.4 During an oral presentation by a speaker, the student will listen to the speaker as judged by and to the satisfaction of the teacher.	

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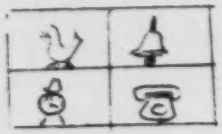
Intermediate Listening - 4 - Recognizes and imitates familiar sounds in his environment

IL4.1 Presented with 10 familiar sounds (animal, human, natural, mechanical), the student will state the source of the sound with no more than 1 error. (e.g. cat, dog, bird, baby, car horn, fire truck whistle, clock, pencil sharpener, person laughing, thunder, wind, water running, etc.)

IL4.2 The student will imitate at least 5 familiar sounds to the satisfaction of the teacher. (e.g. cat, dog, bird, chicken, clock, car horn, farm animals, etc.)

IL4.3 Presented with warning sounds, the student will state the source of the sound with no more than 1 error. (e.g. fire whistle ambulance, police car (if different) RR crossing bells, train whistle, car horn, screeching tires, etc.)

Make recordings of students imitating sounds. Play recordings back for class to identify the sounds. For individual work make a recording of sounds in groups of 2 or 3 or 4. Make a booklet of pictures representing sounds. Instruct child to mark the picture of the sound he hears. This booklet could be laminated for repeated use.



Musical Chairs - When the children hear a particular sound they sit down.
Song - Old MacDonald

DLM - Familiar Sounds
44 Sounds

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Intermediate Listening - 5 - Can listen to and follow an increasingly complex set of directions

IL5.1 Given a set of oral instructions which require a minimum of 3 activities to be done in sequence, the student will carry out the instructions with no more than 1 error in 3 attempts.	Play "Do As I Say" - Give children series of things to do. Simon Says Messenger - Teacher gives a child a "message". He chooses a child to receive the message and whispers it to him. After seeing the message acted out, the class tries to guess the message. Sample message: Pick up the chalk, write your name on the board, turn around 3 times.

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Intermediate Listening - 6 - Develops interpretive skills: identifying absurdities, making inferences, drawing conclusion, applying one situation to another one.

IL6.1 Orally presented 5 verbal absurdities the student will explain or correct the absurdity in at least 4 cases to the teacher's satisfaction. (For example: When presented with the statement "your house is on fire so you should call your teacher", the student will respond, "No, you would call the firemen").

IL6.2 Given 5 oral statements containing an implication, the student will make the correct inference in at least 4 cases to the satisfaction of the teacher. e.g. "Mary is walking down the street holding an umbrella" therefore "It must be raining".

IL6.3 Hearing a simple story without an ending, the student will give a conclusion to the story to the teacher's satisfaction.

IL6.4 After hearing a fabel or story, the student will describe how a situation or behavior (the moral) in the story might be applied to a real life situation to the teacher's satisfaction. e.g. If an emergency arises in the story, the child could tell how he would report a similar emergency at home.

IL6.5 After hearing a story in which a situation is handled in one of several possible ways, the student will state one other realistic way the situation could have been handled.

Absurdities:
Yes - No - Game - Say sentences to the children and have the respond by saying yes or no Examples: Dogs have 5 legs; your hands are at the ends of your legs; Apples are red; etc.
Say sentences to the children in which one word is wrong. Instruct children to raise their hands if they can correct the sentence. Example: Grass is blue; A hammer is an animal; We wear spaghetti; etc.
Silly Stories - Make up stories with absurdities in them and have the children raise their hands when they detect them. Keep score. If the teacher "slips one in" she earns a point. If the children detect one, they earn a point. Begin with familiar stories or fairy tales.
Applying Situations
Discuss stories like: "The Little Boy Who Cried Wolf" When reading other stories to the children be constantly aware of situations in the stories that may be applied to everyday life and discuss them with the class.

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SPEAKING

Intermediate Speaking - 1 - Expresses thoughts and shares experiences orally with others

PSp1.1 When asked to relate an experience, the student will orally express his thoughts including at least 2 details to the satisfaction of the teacher.	Have a sharing time at regular intervals during the week. One teacher calls it "Monday Morning Sharing Time." Encourage all children to participate in developing language experience charts. (Field trips, assemblies, and class visitors offer topics for charts) Give children opportunities to "talk quietly" with each other. Assign small group projects. Let children choose partners. Instruct one child to tell his pardner an experience. The pardner will then relate the experience to the class. Discuss holidays and other events important to children. Assign student tutors.
PSp1.2 Placed in a situation in which he must verbalize with another peer or peers, the student will express his thoughts to the satisfaction of the peer or peers as judged by the teacher.	

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Intermediate Speaking - 2 - Continues to use increased vocabulary with understanding

PSp2.1 After continued study involving augmenting the use of vocabulary, the student will use, to the teacher's satisfaction, an increased vocabulary of words in daily conversation.

Word of the day. At regular intervals the teacher and/or students decide on a new word for the day. This work might come from a Science or Social Studies lesson, Sesame Street, etc. The teacher purposely uses the word throughout the day. If any student hears the word and calls attention to the teacher, the class gets a point. If the teacher uses it without anyone noticing, she gets a point. Class decides on reward for winner.
Variation: Each time a student uses the "word of the day" he receives a point. Reward goes to winner.

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Intermediate Speaking - 3 - Can use the question form "Why"	
ISp3.1 When asked a question beginning with the word "Why", the student will answer with an appropriate response that indicates he understands the term "Why" to the satisfaction of the teacher. ISp3.2 When faced with the need to know something about his environment, the student will state this need using the question form of "Why" to the teacher's satisfaction.	Make a large flash card with the word "Why" on it. Make another card with the word "Because" on it. The teacher holds the "Why" card and asks a question like "Why did Debbie stay home from school?" Give the "Because" card to a child who must make up an answer. Ask the students 10 "Why" questions orally. Make a ditto that corresponds to the questions with two or three possible answers but with only one answer phased suitably to be the response to a "Why" question. Instruct students to mark the appropriate response. Example: "Why did Debbie go home from school?" Answer: a) After lunch b) to the doctor c) because she was sick. If students can't read the responses, picture clues can be added to the ditto
Intermediate Speaking - 4 - Differentiates and uses appropriate voice volume for specific occasions	
ISp4.1 Given a situation in which a voice level of whispering is appropriate, the student will lower his voice to the acceptable level to the satisfaction of the teacher. ISp4.2 Placed in a situation that requires a normal voice level needed for classroom discussion, the student will speak in an audibly controlled voice to the satisfaction of the teacher.	Discuss the subject of voice volume with students. Let students initate whispering, normal voice, and loud voice. Describe different situations and have children tell you what voice volume is appropriate. Before entering a real situation requiring a particular voice volume (library, lunchroom, etc.) remind students to be aware of their voices.

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Intermediate Speaking - 4 - Differentiates and uses appropriate voice volume for specific occasions

ISp4.3 Presented with a situation in which he must project his voice above the normal level, as in assemblies, communication with the hard of hearing, and giving warning, the student will speak in the required level to the satisfaction of the teacher.	

Intermediate Speaking - 5 - Can give simple directions

ISp5.1 The student will give directions to a familiar place object, or person, to the teacher's satisfaction.	Have a child pretend he is a visitor. Instruct another child to give him directions to the office, lunchroom, bathroom, playground, parking lots, another classroom, etc. Make a guessing game. Whisper to a child what location he is to give directions to. Let the class try to guess where he is directing them.
ISp5.2 The student will describe orally how to complete a task clearly and sufficiently enough that another student or the teacher can complete that task using the student's directions.	During the year teach individual children how to make little craft projects. Have that child teach the entire class how to complete the project. Sample projects: Christmas ornaments, paper chains, popsicle stick airplanes, bean designs, string painting, etc.

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Intermediate Speaking - 6 - Knows how to ask for directions and help

ISp6.1 Given a simulated situation in which he needs help (medical emergency, help with a task, accident, etc.), the student will ask for help, including all appropriate and necessary information, clearly enough that another student or the teacher can supply the needed assistance. (See ISp10.3)	Role play situation such as: An injury on the playgound, lunchroom, bathroom, parking lot, etc; working on a project and needs something for completion; lost something; broke something; spilled something. Purposely fail to pass out needed materials for art projects. Purposely fail to give complete directions so students must ask for further explanation. Give a student a task to complete and instruct him to ask a particular other student for help if he needs it.
ISp6.2 Given a simulated situation in which he is lost, the student will ask for directions clearly and sufficiently so that another student or the teacher can give the necessary directions.	Role play being lost.

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Intermediate Speaking - 7 - Exhibits the ability to understand and use grammatical structures (See IW 7)

ISp7.1 Shown 3 pictures, each depicting one tense of an action (e.g. The man has not fallen; The man is falling; The man has fallen), given one sentence describing each picture, and then given one of the 3 sentences a second time, the student will point to the picture representing the repeated sentence in at least 4 out of 5 attempts.	Give the students sentences depicting the grammatical structures described in the objectives. Instruct them to draw pictures explaining the situation. Give each student a different sentence. Let the students show their pictures to the class to guess the sentence. Set up actual situations in the classroom and let the students make up sentences to go with them. For example: The girl has scissors; The ladys have a book; The boys have books; The girls are leaving the room; etc.
ISp7.2 Shown 3 pictures, each representing a plurality situation (e.g. The girl has a dog; The girls have a dog; The girl has dogs), given one sentence describing each situation, and then given one of the 3 sentences a second time, the student will point to the picture representing the repeated sentence in at least 4 out of 5 attempts.	
ISp7.3 Shown 3 pictures, each representing a situation involving a prepositional phrase (The dog is on the car; The dog is under the car; The dog is in the car;), given one sentence describing each picture, and then given one of the 3 sentences repeated a second time, the student will point to the picture representing the repeated sentence in at least 4 out of 5 cases.	

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ISp7.4 Shown 2 pictures each depicting a tense of an action and given one sentence representing each picture, the student will repeat the sentence that corresponds to each picture as the teacher points to it with no more than 1 error in 5 attempts. (e.g. The girl will eat the apple; The girl is eating the apple)

ISp7.5 Shown 2 pictures, each depicting a plurality situation (The boy dropped the egg; the boy dropped the eggs) and given one sentence representing each picture, the student will repeat the sentence that corresponds to each picture as the teacher points to it with no more than one error in 5 attempts.

ISp7.6 Shown 2 picture, each representing a situation involving a prepositional phrase (The man walks into the house; The man walks from the house), and given one sentence representing each picture, the student will repeat the sentence that corresponds to each picture as the teacher points to it with no more than 1 error in 5 attempts.

ISp7.7 During a class discussion, the student will use acceptable English grammar, as judged by the teacher and to the satisfaction of the teacher.

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Intermediate Speaking - 8 - Introduces people to the class	
ISp8.1 The student will introduce two peers; and adult and child; a group and individual, in role play situations to the teacher's satisfaction.	Demonstrate how introductions are made. Discuss why it is important to know how to make introductions. Role play a situation in which an introduction is not made. Discuss how the guest must have felt. Role play several situations involving different numbers of people and different ages of people.
Intermediate Speaking - 9 - Takes part in dramatizations.	
ISp9.1 The student will participate in dramatizations of a telephone conversation, the story, pantomine and/or puppet activity with the aid of a scrip and prompts to the satisfaction of the teacher.	Observe students while working with the following objectives ISp5, 6, 7, 8, 10, 11; and objectives in other areas (Social, Vocational, Physical) for which dramatizations or role playing are suggested.
ISp9.2 The student will participate in dramatizations of a telephone conversation, story, pantomine and/or puppet activity without the aid of a script and prompts to the teacher's satisfaction.	

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Intermediate Speaking - 10 - Uses telephone properly

ISp10.1 The student will dial a given phone number without error in at least 4 out of 5 cases.	Make a class telephone book. Make up phone numbers for those children that don't have phones at home. With the teacher acting as operator, let children choose someone to call for specified reasons such as a ride to school, homework assignments, etc. For emergency the student will call the operator. Contact your phone company for information concerning educational materials that may be available.
ISp10.2 The student will make and receive a simulated social call including answering the phone (or dialing it), carrying on a brief conversation, and ending the call to the satisfaction of the teacher.	Real telephones (available on loan from some telephone companies), play telephones, or tin can telephones. Old telephone books.
ISp10.3 In a role playing situation, the student will report an emergency by dialing "O", and giving all the pertinent information to the operator (See ISp6.1)	
ISp10.4 In a simulated situation, the student will take a message to the satisfaction of the teacher.	
ISp10.5 In a simulated situation, the student will relate a given message over the telephone to the satisfaction of the teacher.	

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Intermediate Speaking - 11 - Can report an emergency	
PSp11.1 The student will describe at least 3 emergency situations and tell to whom he would report to the satisfaction of the teacher. (See ISp10.3)	Discuss what an emergency is. Describe several situations to the class and ask them to determine whether or not there is an emergency. Role play some common emergencies giving the child who is to report the emergency a choice of people to report to. List some "emergencies" on the board and have class rank them in order of importance.
Intermediate Speaking - 12 - Communicates with members of a team to accomplish the completion of a task	
ISp12.1 Given a team situation which requires oral communication, the student will answer direct questions.	Observe students during such activities as designing a mural, making up a skit, deciding on class government, etc. Discuss the importance of communication. Give the students assignments in small groups that will require some verbal communication but don't allow them to talk (put tape on mouth for fun). After a short time, remove tape and let them finish with communication. Discuss problems when talking wasn't allowed.
ISp12.2 Given a team situation which requires oral communication, the student will contribute voluntarily to the satisfaction of the teacher.	

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Intermediate Speaking - 13 - Can retell the major points of a story or speech (See IL3)

ISp13.1 After listening to a story or speech of at least 5 minutes duration, the student will answer 3 questions about the story without error.

ISp13.2 After listening to a story or speech of at least 5 minutes duration, the student will state the main idea to the teacher's satisfaction.

After finishing a story tell the students you are going to retell the story but that you're going to trick them. Instruct the class to say "yes" if you are telling the story as it should be and say "no" if you have changed the story. Keep score. If the class misses, the teacher gets a point. If the class is correct, they get a point. Make the distortions of the story silly and fun.

Discuss stories and ask questions. In the beginning give a choice of answers. When discussing the main idea give choices for the answer. In the beginning make the choices very obvious.

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READING

TERMINAL OBJECTIVE

The EMR student will demonstrate proficiency in those reading skills which will provide him with a basis for leisure time and vocational reading activities.

Intermediate Reading - 1 - Knows the alphabet

IR1.1 Given a set of 5 symbols, some of which are letters and some of which are not letters, the student will point out those symbols that are letters with no more than one incorrect set out of 5.

IR1.2 Shown each letter of the alphabet in a random order upper and lower case, the student will state the name of each letter without error.

IR1.3 The student will say the alphabet in order without error.

IR1.4 The student will print the upper and lower case of the alphabet in order without error.

1. Letter Hunt - Use old workbook pages or weekly readers. Write the letter at the top of the page you want the student to find. For example: Circle the letter "a" every time you see it.
2. Mystery Letters - Using your finger, write a letter on a child's palm or back. Have the child guess the letter or write it on the board.
3. Grab Box - Put tactile letters in a box. Student closes his eyes, chooses a letter and tells what it is without looking at it. If he is right he keeps it. The first person to spell a 3 letter word, get 3 consective letters, of his name, etc. wins.
4. Alphabet Bingo
5. Concentration (pairs of identical letters)
6. Go Fish (pairs of indentical letters)
7. Rummy (student collects letters in order)
8. Fast Thinking exercises - write as many letters of the alphabet as you can in order in 15 seconds.

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9. Give a student a mixed stack of alphabet cards. In a time limit see how many letters he can get in order. Have class championship.

10. Hangman - Divide the groups into two teams. Draw on the board the number of blanks that corresponds with the number of members on each team. The teacher fills in one letter on each side. Each team, one member at a time, fills in the blanks. The first team to fill their blanks alphabetically wins. The winning team draws part of the hanging man for the other team.

11. Call on students at random to say consecutive letters of the alphabet. The first student says "a", the next must say "b", the next "c", etc. or the teacher says a letter, the student called on must say the next consective letter. The teacher says "f" student says "g", etc.

12. Divide the class into groups of equal numbers. Give each member of a group a letter of the alphabet. Instruct them to arrange themselves in alphabetical order. The group who finishes first and is correct wins. Begin by giving consecutive letters within groups. Later leave out some letters. For example, one group may be given f, h, k, l. In the beginning allow students to see an alphabet chart. Later remove the chart.

13. Follow the dots - Use letters
Fish Pond - Cut out fish with both upper and lower case letters. Children use fishing pole to catch fish and verbally state the letter name. Arrange fish in alphabetical order. Use paper clips and magnets.

DLM - Alphabet Motor Activities Cat. No. 206 $8.25 page 47
DLM - Alphabet Matching Flip Book Cat. No. 336 $2.50 page 47
DLM - Alphabet Cards Cat. No. 109 $5.25 page 38
DLM - Letter Constancy Cards Cat. No. 152 $3.25 page 38
DLM - Alpha-Tracks Cat. No. 257 $3.00 page 40

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Intermediate Reading - 2 - Understands that pictures give clues to story action

IR2.1 The student will match single written words with pictures depicting those words with 100% accuracy.	Give each student a word on a card. Tell him the word if necessary. The words should be nouns or other words that are easily represented by pictures. Ask students to cut out or draw a picture explaining his word. Then show the pictures with the words to the class and let students guess the words. Play concentration by matching the word and the picture. Play go fish by matching the word with the pictures.
IR2.2 After listening to a story and given 3 or more pictures, some of which relate to the story and some of which do not, the student will choose the pictures relating to the story without error.	In choosing partners for games and activities give each student either a word card or a picture card. Instruct students to find the person with the card that matches the one he was given. This will be his partner for the upcoming activity.
IR2.3 The student will match a written story of three sentences or more with a picture depicting an action of the story without error.	After reading a story to the children, show them several pictures, only one of which relates to the story. Have them pick out the appropriate picture. For example: Read "Squeaky" the Squirrel. Show pictures of birds, fish, etc. and a squirrel.
IR2.4 After listening to a story, the student will draw a picture depicting one part of the story to the teacher's satisfaction.	Let children pretend to be a newspaper reporters.
IR2.5 Given 3 to 4 related pictures, the student will place them in a sequential order and tell a story about them to the teacher's satisfaction.	Match sentences from story with pictures showing that action. Arrange them in order.
IR2.6 While reading a story, the student will use, with help from the teacher, the accompanying pictures to identify an unfamiliar word with 80% accuracy.	DLM - Sequential Picture Cards Cat. No. 127-162-242 Cartoons Instructo - Lets Learn to Sequence Peabody Lang. Dev. Kit SVE - Picture Story Print Set PLDK - Picture Cards DLM - Vocab-Tracks Cat. No. 249 page 40 DLM - Word Picture Dominoes Cat. No. 219-220 page 40 Merrill Linguistic Workbooks

Intermediate Reading - 3 - Begins to develop skills in using context clues for word attack

IR3.1 Given a passage to read containing one unknown word which is defined by the passage, the student will correctly identify the unknown word 80% of the time. e.g. The boy can make the ball go up and down. He can bounce the ball.

IR3.2 Given a passage to read containing one unknown word for which there is a synonym in the passage, the student will correctly identify the unknown word, 80% of the time. e.g. Susan lives in a big house. The house is large.

IR3.3 Given a passage to read containing one unknown word which may be compared with something else in the passage, the student will correctly identify the unknown word 80% of the time. e.g. A man is big, but a baby is small.

IR3.4 Given a passage to read containing one unknown word which can be identified through the child's experience, the student will correctly identify the unknown word 80% of the time. e.g. Ted wanted to catch a fish. He put bait on his hook.

IR3.5 Given a passage to read containing one unknown word which may be identified by the tone, mood or situation of the sentences, the student will correctly identify the unknown word 80% of the time. e.g. Bobby broke the new cup he said, "Now Mother will be angry."

Save old Weekly Readers. Cut out a story. From that story cut out several words. Mount the story on a sheet of paper. Number the blanks. Let students try to figure out what words are missing. Let them work in pairs. At first, give them a list of the words you cut out. If your stories are laminated they can be reused. This can be a "free time" acitvity.

In a discussion format present the class with familiar sayings and see if they can supply missing words. For example: bacon and eggs, peanut butter and jelly, raining like cats and dogs.

Play "The Match Game" Divide the class into 2 teams. Give them a sentence or familiar expression with a word missing. The team scores a point for every match. For example: _____ and eggs. If 2 write ham, 3 write bacon, and 2 write grits there is a score of 7.

Barnell Loft, Using the Context, Level A and B
Modern Curriculum Press, Listen and Speak to Read, Phonics Workbooks A, B, and C.
Hayes - Reading and Language Arts.

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IR3.6 Given a passage to read containing one unknown word which is part of a familiar expression or idiom, the student will identify the unknown word 80% of the time. e.g. Jane was as busy as a bee.

IR3.7 Given a passage to read containing one unknown word which summarizes the ideas preceding it, the student will identify the unknown word 80% of the time. e.g. Many boys and girls came to Pat's house. They gave Pat presents. They played games. They had cake and candy. Everyone had fun at Pat's birthday party.

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READING - WORK SKILLS

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Intermediate Reading - 4 - Begins to develop phonetic word attack skills (See IL1 and IL 2 for prerequisite and corequisite skills)

IR4.1 Given a written list of 5 words some beginning with the same letter, the student will select those beginning with the same letter with 100% accuracy.

IR4.2 Orally given a list of 3 words beginning with a single consonant, the student will state the letter with which the word begins with no more than 1 error in 5 attempts.

IR4.3 Orally given a word beginning with a single consonant, the student will state at least one other word beginning with the same consonant with no more than 1 error in 5 attempts. (See IL1)

IR4.4 Given 5 words stated slowly with each element distinguishable yet joined, the student will orally blend the sounds to form the word with no more than 1 error. (e.g.c - at, not cuh - at.)

IR4.5 Given a written list of 5 words, some of which end with the same letter the student will select those ending with the same letter without error.

BINGO: Give students cards with letters on them. Teacher calls out words. Student covers the initial consonant blend, vowel,etc.
Call out words whose initial letters when written will spell a student's name. For example: Dog, Apple, Nut is DAN.
Show a student a picture depicting a particular consonant sound. Show three more pictures, one of which begins with the same sound. Ask him to choose the correct picture.
CONCENTRATION: Matching initial consonants with pictures
On the way out for breaks, make the "key" to leave the room that a student must listen to a word that is disconnected and blend it together. Example: "C-at" student say "cat". Other tasks can be required such as saying a word that begins with a given letter.
WORD FLOWERS:

Student lists words thus formed. Note that they rhyme.
FAST THINKING EXERCISES: (See appendix) Given a ditto. Instruct student to circle given parts of words.

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IR4.6 Orally given a list of 5 words ending with the same single consonant, the student will state the letter with which the words end with no more than 1 error in 5 attempts.

IR4.7 Orally given a word ending with a single consonant, the student will state at least one other word ending with the same consonant with no more than 1 error in 5 attempts.

IR4.8 Given a written known word and a written unknown word which is the same as the known except for the last letter, the student will identify the unknown word. With no more than 1 error in 10 attempts. (e.g. Student knows bed, can identify bet; knows sit can identify sip.)

IR4.9 Given a written list of rhyming words in which the rhyme is formed by identical letters (e.g. clean, dean, mean, and bean rather than clean, dean, green, etc.), the student will point out the rhyming element in each word.

IR4.10 Given a written list of 5 words, some of which rhyme and some of which do not, the student will identify the rhyming words with no more than one error in 10 attempts.

Put pictures representing words starting with blends in a box. Student picks out a picture, indentifies it, then tells what blend it starts with.

GO FISH: Collect pairs of pictures of words that begin with same letters, blends, diagraphs, rhyming words, etc.

Give the student a ditto sheet with a list of 10 words, each beginning with a different consonant sound. Teacher says: Write the number 1 beside the word that starts with the m-m-m-m sound, etc.

The teacher calls out words, the student has a ditto with a chain of initial medial or final sounds. The student circles the appropriate letter.

When studying initial sounds, associate them with the color green. Associate final sounds with red and middle sounds with yellow.

Give "spelling tests" and require the student to write only the first and last letters.

Make up simple rhymes and have children draw pictures to describe the content.

Show a picture that depicts a relationship that when expressed is a rhyme.

Examples: The hen is in the pen; The hook is on the book;
The toad is in the road; The spoon is on the moon;
The tie is under the pie; The fish is in the dish;
The goat is in the boat; etc.

The electric company, silent "E" man.

When writing words containing silent letters, write the silent letters with broken lines.

Give a group of students a word containing one or more silent letters. Give them cards. Have them write one letter on each card and hold up the cards in the proper order. Those holding silent letters will put tape on their mouths like silent "E" man. Each person in the group tells the sound of the letter he is holding. Class guesses the word.

Love Pub. Co., Individualized Reading Skills Improvement
Educational Service, Inc., Rescue

IR4.11 Given 5 written common word endings (e.g. at, ack, ake, ay, oat, ill, et, end, etc.) and appropriate initial consonants, the student will state the words thus formed with no more than 1 error in 5 attempts. (e.g. bat, cat, fat hat, etc.)

IR4.12 Given a written known word and a written unknown word which is the same as the known except for the first letter, the student will identify the unknown word with no more than 1 error in 10 attempts. (e.g. student knows "coat" can identify "goat".)

IR4.13 Given a written list of 5 words some of which begin with the same consonant blend, the student will select those beginning with the same consonant blend without error in 5 attempts.

IR4.14 Orally given a list of 10 words beginning with consonant blends or ending with blends (see glossary for list of blends), the student will state the consonants which make up each blend with no more than 1 error.

IR4.15 Given 5 written common word endings (e.g. at, ack, ake, ay, oat, ill, et, end, etc.) and appropriate consonant blends, the student will state the words thus formed with no more than 1 error in 5 attempts. (e.g. play, stay, gray, clay.)

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IR4.16 Given a written known word and a written unknown word which is the same as the known word except for consonant blend, the student will identify the unknown word with no more than 1 error in 10 attempts. (e.g. student knows "cry" can identify "try".)

IR4.17 Given a written list of 5 words containing the same vowel or consonant diagraphs, the student will identify by circling, pointing, or naming the two letters which are the same in each of the words without error.

IR4.18 Given an oral list of words containing the same vowel or consonant diagraphs, the student will state the 2 letters which make up the diagraph with no more than 2 errors in 10 attempts. (e.g. "What letters make the "ch" sound in Chuck, chips, chalk, and champ?" "What letters make the"oo"sound in boot, shoot, & broom?")

IR4.19 Given 3 known words containing a diagraph paired with an unknown word containing the same diagraph, the student will identify the diagraph in the unknown word and orally give the sound thus represented with no more than 1 error.

IR4.20 Given a written list of 5 words some of which contain the same vowel, the student will identify those having the same vowels without error.

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IR4.21 Given 5 one syllable words containing either long or short vowel sound, the student will repeat the vowel sound heard with no more than 1 error.

IR4.22 Given a list of 3 words containing the same long or short vowel sound (i.e. hat, bad, cap, but not hat, hate, bad etc.), the student will name the vowel heard with no more than 1 error in 5 attempts.

IR4.23 Given a known word and an unknown word identical to the known word except for one vowel, the student will identify the unknown word with no more than 2 errors in 10 attempts. e.g. student known "hat" can identify "hot."

IR4.24 Given a written list of 5 words containing the same diphthongs (see glossary), the student will identify the identical part of each word without error.

IR4.25 Given a written list of 5 words containing different diphthongs and hearing the words read, the student will identify the two letters making up the diphthong with no more than 1 error.

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IR4.26 Given a known word containing a dipthong paired with an unknown word containing the same dipthong, the student will identify the unknown word with no more than 1 error in 5 attempts. (e.g. student knows "now" can identify "owl")

IR4.27 Given a list of 10 simple written words containing a silent letter and hearing the words read, the student will identify the silent letter with no more than 2 errors.

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Intermediate Reading - 5 - Begins to develop skills in using structural analysis for word attack

IRS.1 The student will add an "s" to 10 known words and read the words thus formed without error.

IRS.2 Given the singular and plural form of 10 words, the student will read both forms and indicate which form represents one and which represents more than one without error.

IRS.3 The student will add "d" or "ed" to 10 known words and read the words thus formed without error.

IRS.4 Given the present and past tense of 10 words for which the past tense is made by adding "d" or"ed", the student will read both forms and indicate which form represents action being done now and which represents action done before, without error.

IRS.5 The student will add an 's to 10 known words and read the word thus formed without error.

IRS.6 Given 5 words ending with 's , the student will read the words and indicate the person or thing who possesses something without error.

Hot apostrophe: Make a card with a large apostrophe on it. Have the children form a circle. The children pass the card until the teacher or (another student whose back is turned) says "stop". The person holding the aposthrophe is given a contraction to read or two words to make a contraction. If he can successfully complete the task he stays in the game.
Let the students make wall posters of "word families". For Example:

1.	2.	3.	4.
Work	Run	Walk	Stop
Works	Runs	Walks	Stops
Worked	Runner	Walker	Stopping
Working	Running	Walking	Stopped
Worker		Walked	Stopper

Write the root word in black and the ending in red.
Play "Go Fish" using compound words. For example: cow boy is a pair.
Play "Rummy" using contractions. Student must collect sets of 3 cards. For example: Can not Can't
Play concentration with compound words and contractions.
Fast thinking exercises - write as many compound words (or contractions, words ending in "ing," "ed," "s," etc.) as you can in 30 seconds. (See appendix)
Puzzle cards of words divided into syllables.
Give the students a list of 10 two syllable words. The teacher pronounces the words in distinct syllables and asks the class to listen and draw a line between the parts.
Make up taped lessons for students to listen to individually.

Love Pub. Co. Individualized Reading Instruction, Games

IR5.7 The student will frame each word in 10 compound words made of 2 words, without error.	and Activities. Educational Service, Inc., Rescue
IR5.8 Given two known words which when put together form an unknown compound word, the student will identify the unknown word without error in 5 attempts.	
IR5.9 The student will frame common suffixes to 10 known words with 100% accuracy. (e.g. less, ful, ly, ous, ish, ess, y, en, s, ed, ing).	
IR5.10 The student will frame common prefixes to 10 known words with 100% accuracy (e.g. re, un, pre, mis, non, in, im ex).	BEST COPY AVAILABLE
IR5.11 Given 10 words containing prefixes or suffixes in which the root word is not changed by addition of the affix, the student will frame the root word with 100% accuracy.	
IR5.12 Given 5 known words with a known prefix or suffix added, the student will read the word thus formed with 100% accuracy.	
IR5.13 The student will add "ing" to 10 known words and read the word thus formed with 100% accuracy.	

IR5.14 The student will verbally state the 2 words of the following contractions with 100% accuracy: can't, don't, isn't, he'll, I'm, that's, it's, doesn't.

IR5.15 The student will match 5 written contractions with the 2 written words from which each was taken with no more than 1 error.

IR5.16 Given 10 two syllable words that are divided between two consonants (little, number, etc.), the student will divide the words in the proper place with no more than 2 errors.

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Intermediate Reading - 6 - Has a sight vocabulary of at least 200 words

IR6.1 The student will recognize and name correctly at least 200 words from the lists in Appendix A.	Label objects in the room. A word a day activities - either give a child a word or ask him what word he wants to learn. Write it on a card or on his hand. Teach words in special categories like number words, color words, animals, days of week, months of year, names of children in class, teacher and principal, furniture for each room in a house, foods, clothing, tools, etc. Play matching games in which pictures and words are matched: Concentration, Go Fish, Lotto, Dominoes, Puzzle cards, buzzer boards, etc. When presenting sight words on cards follow a similar procedure each time a new word is presented. Such as: Show the word, say the word, have child repeat it, cover the word, have child repeat from memory, show word again, have child spell word while looking at it, have child say the word, use word in a sentence. Using a stop watch, time the children on their words. See how many they can do in 30 seconds. Make a chart and keep a record each day. Be sure to indicate on the chart when new words are added because rate will decrease on those days. Keep a large file box with all childrens cards filed behind their names so children (and teacher) can see progress. Bingo games with sight words Crossword puzzles

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BASIC SKILLS
INTERMEDIATE LEVEL
READING: WORD SKILLS

WORD HUNT: Give student a page which contains a number of various letters. Students are instructed to find the words and circle them.

Educational Services Inc., Plus pp 24-25, 27-28, 34-37
Love Pub. Co., Individualized Reading Instruction-Games and Activities, Word - O.
DLM - Word Hunt Spirit Masters
DLM - Word Picture Dominoes Cat. No. 220

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Intermediate Reading - 7 Reads without omitting, substituting, distorting, or adding words

IR7.1 Presented with a passage at his instructional reading level, the student will read without omissions 90% of the time.

IR7.2 Presented with a passage at his instructional reading level, the student will read without substitutions 90% of the time.

IR7.3 Presented with a passage at his instructional reading level, the student will read without distortions 90% of the time.

IR7.4 Presented with a passage at his instructional reading level, the student will read without adding words 90% of the time.

Find - the - word Exercises
Child reads top sentence.
Then he finds the words in the sentence among the distractors below.

I saw some birds.

A It (I) If
(saw) was say way
same came come (some)
dirt birth (birds) bids

Give students passages to practice reading. For every "perfect" passage give a reward. Let students record their assignments.
Choral Reading
Listen to children read individually

Michigan Tracking Program

Merrill Linguistic Workbooks

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Intermediate Reading - 8 - Reads cursive as well as manuscript

IR8.1 Presented with a passage on his independent reading level which is written in manuscript, the student will read the passage with no more than usual mistakes to the teacher's satisfaction.	Play matching games with whole words as well as individual letters written in manuscript and cursive. (Concentration, Bingo, Go Fish, Lotto, etc.) Begin writing daily board, dittos, and experience charts in cursive.
IR8.2 Presented with letters of both upper and lower case written in cursive, the student will recognize and name the letters 100% of the time. (See IW3)	
IR8.3 Given 10 words which are part of his reading vocabulary, written in cursive, the student will name the words 100% of the time. (See IW3)	
IR8.4 Presented with a short passage on his independent reading level written in cursive, the student will read the passage with no more than usual mistakes as judged by the teacher. (See IW3)	

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Intermediate Reading - 9 - Develops and reads experience charts and stories

IR9.1 The student will dictate, read back, and copy an experience story of at least 3 sentences.	Field trips, parties, holidays, assemblies, films, etc. provide opportunities for experience stories. Take slides while doing interesting activities at and away from school. Use these as a basis for experience stories. Let children dictate their stories to you. You type them up and make individual books for the child throughout the year. Let him illustrate them. Let students record their stories on tape.
IR9.2 The student will create and write his own experience story of at least 3 sentences to the teacher's satisfaction and with limited help from the teacher (e.g. how to spell certain words.)	
IR9.3 Presented with a class produced experience story of not less than five sentences, the student will read the story aloud to the teacher's satisfaction and correctly answer 4 out of 5 questions pertaining to the story.	

Intermediate Reading -10 - Pays attention to punctuation when reading (See IW5)

IR10.1 Presented with a passage to read aloud at his instructional level, the student will demonstrate understanding of punctuation marks by making appropriate pauses and inflections 80% of the time.	CHORAL READING Color code punctuation - Beginning of sentences green, commas are yellow, periods and question marks are red. Teacher reads a sentence and children "echo."

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Intermediate Reading - 11 - Reads independently for content and direction

IR11.1 Provided with a selection of material on his independent reading level, the student will answer questions regarding specific detail with 90% accuracy.	DETAIL: Make up question sheets to accompany reading material. Discuss with the students the kind of information requested if a question begins with "Where", "Why", "What","Who," "When", and "how" In the beginning make up matching and multiple choice questions. Later require students to write their own responses. Discuss the story ahead of time and read over the questions in advance so the students know what to look for. Begin with only 2 or 3 questions. Give each student one question to answer about a story. Discuss the answer aloud.
IR11.2 Provided with a selection of material on his independent reading level, the student will answer questions regarding sequence with 90% accuracy.	SEQUENCE: Make up cards with one main event of a story written on each one. Hand them out to several students. Read what is on each and discuss them briefly. Instruct the student to come to the front and hold up his card as he hears his part of the story. Let other students retell the story using the cards for clues. After using this method for a while, have the students sequence themselves at the end of the story. Divide the class into teams. Give one team the sequence cards. Time them on getting the cards in order. Let the other team try to beat their time. Cut up comic strips and give them to small groups or teams. The team with the strip in the correct order first wins.
IR11.3 Provided with a selection of material on his independent reading level, the student will answer questions regarding the main idea with 90% accuracy	MAIN IDEA: Using old Weekly Readers, cut out articles and separate the headline from the article. Divide the class into small groups or pairs. Give each group 3 articles. The first team to match the articles with the headline wins. Discuss T.V. shows that many in the class saw. Try to come to an agreement on the main idea. Discuss the main idea of reading materials in all curriculum areas.
IR11.4 Provided with specific directions on his independent reading level, the student will demonstrate his understanding of the material by responding to the directions in the appropriate manner with 90% accuracy.	

FOLLOWING DIRECTIONS: Write directions for such things as art projects and written work on the students' independent reading level. Observe to see if student understands directions. Put phrases for common instruction on flash cards. Give a signal to get the attention of the class, show a card and instruct them to do what the card says. Examples: Get out your reading books; Go to lunch; Go to your seats; etc.

Merrill Linguistic Readers

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Intermediate Reading - 12 - Reads with comprehension on a level commensurate with his ability (as approximately determined by his mental age)

IR12.1 Given a list of ten words and then shown a stimulus word, the student will skim the list to find that word in five seconds.	Fast Thinking Exercises - (See Appendix) See activities in IR11. The only change would be that materials in this set of activities should be written on the students instructional level rather than his independent level. NOTE: To compute mental age, change an I.Q. score to a decimal (An I.Q. of 65 would be computed as .65) and multiply by the chronological age. For example: A 9 year old child with an I.Q. of 65 would have a mental age of 5.8 years. (9 X .65=5.8)
IR12.2 Provided with a list of ten unrelated phrases, consisting of words which are part of his reading vocabulary, (e.g. the red ball, the blue box, a funny story, etc.), the student will skim to find the one phrase orally requested by the teacher within 10 seconds.	
IR12.3 Provided with three sentences on his instructional reading level and asked to locate a specific detail contained in one of the sentences, the student will find the sentence containing that detail with no more than 1 error in 5 attempts.	Barnell Loft, LTD., Getting the Main Idea, Getting the Facts, Locating the Answer, Following Directions Merrill Linguistic Readers
IR12.4 Provided with a selection of material on his instructional reading level, the student will correctly answer 4 out of 5 questions regarding specific detail.	

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IR12.5 Provided with a selection of material on his instructional reading level, the student will correctly answer at least 4 out of 5 questions regarding sequence.

IR12.6 Provided with a selection of material on his instructional reading level, the student will correctly answer at least 4 out of 5 questions regarding main idea.

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Intermediate Reading - 13 - Begins to use dictionary and telephone directory

IR13.1 Given a list of 5 known reading words which begin with different letters, the student will place the words in alphabetical order with 100% accuracy.	Discuss what kind of information a phone book provides. Telephone Book Drill: Give each student a phone book. Write a name on the board. The first person to find the name wins. Information Please: Divide the class into two teams. Provide each team with phone books. Each team appoints one member to be the Information Operator. The teacher plays the role of a customer who wants information (phone numbers, address, etc.). When a team has found the information, their operator must give it to the teacher. The first operator to give the information wins a point for the team. Dictionary Drill: Same as Telephone Book Drill. Dictionary Detectives: Instead of giving the actual word, give clues about the word. For example: It's the third word after "bathtub", It's the last word on same page as "elephant"; etc. Group letters into four major divisions: a-d, e-l, m-r, s-z. Write a list of words on the board and have students tell which section the words would be found in. Make a game of it.
IR13.2 Presented with a list of the names of his classmates, the student will place the names in alphabetical order by the last name with 100% accuracy.	
IR13.3 Given a simple teacher made phone book including the students names and telephone numbers, the student will find the numbers of his classmates with 100% accuracy.	
IR13.4 Given a list of 5 names, the student will locate the names in the local telephone directory with 80% accuracy.	
IR13.5 Given the local telephone directory, the student will locate the telephone numbers of the fire department and police department with 100% accuracy.	

IR13.6 Given a list of 5 known reading words contained in a picture dictionary, the student will locate each word with 100% accuracy.

IR13.7 Upon finding a known reading word in a picture dictionary, the student will read the meaning of the word with an accuracy commensurate with his ability to read.

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Intermediate Reading - 14 - Reads signs, labels, instructions, and notices on bulletin boards, chalkboards, or worksheets (See IR11.4)

IR14.1 The student will recognize and name at least 50 words or phrases relating to protection or direction when these words are shown in their actual or simulated situations. (Note: the 50 words should be selected from the list of functional words, Appendix A , according to the needs of the child. These may be considered part of the student's 200 word sight vocabulary.)

IR14.2 The student will demonstrate comprehension of at least 50 written words or phrases relating to protection or direction (see Functional Words, Appendix A) by stating or showing behavior appropriate to those words or phrases. e.g. Upon being shown the phrase "no fishing from the bridge" the child will state that he cannot stand on the bridge to fish.

IR14.3 The student will read all school and class notices pertaining to him, with help from the teacher as needed, and explain to the teacher's satisfaction what the notice means to him.

IR14.4 Given labels from clothing, food containers, household or garden chemicals, etc., the student will read the labels with hlep from the teacher as needed, and explain to the teacher's satisfaction what the label means.

Let the students make signs for an art project then discuss where these signs might be seen. Make a game of it.
Take slides of signs in the community. Let children take turns reading them and explaining their function. Make a list of the signs on the board. As the slide is shown have a child circle it on the board.
Let children draw pictures showing the use of warnings and labels such as: glass, handle with care, keep in cool place, flammable, poison, shake well before using, this side up, twist to open, wet paint, etc.
Save items and ask children to save items to bring from home that have special instructions or warnings.

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Intermediate Reading - 15 - Can read portions of newspapers

IR15.1 The student will locate in a newspaper the name of the paper, the date, the weather report the sports section, the funnies, the classified section, and the entertainment section without error.	Divide the class into small groups and give each group a newspaper. Write the sections of the paper on the board. Instruct each group to find each section. Discuss the kind of information in each section. Ask students to find specific pieces of information like what time a movie starts, what team won a sports event, what the weather forcast is, summarize a feature story and have class find the headline, etc.
IR15.2 With help from the teacher for unknown words, the student will read at least 10 items or passages from the newspaper over a two month period. (One item or passage might be considered: one comic strip, the weather forcast, one classified ad, the lead paragraph of a story, the description of a movie on T.V., etc.)	

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Intermediate Reading - 16 - Enjoys handling and looking at library books

IR16.1 Given a free library period, the student will demonstrate interest in reading by looking at books and selecting library books to the teacher's satisfaction.

IR16.2 The student will handle library books correctly (i.e., will not bend corners, write in books, tear or bend pages, etc.) to the satisfaction of the teacher.

Before taking students to the library, select some books that the students can read and arrange them in an interesting way. During each visit to the library sit quietly with the students and tell them about one or two of the books set out. Be sure to provide picture books for non-readers. Let poor readers listen to tapes and records if they are available in the library.

Choose several short books suitable for reading aloud and during the year let the students who have exhibited proper care and handling of books choose books from your selection to be read to the class.

Discuss proper handling of books.

Intermediate Reading - 17 - Reads different types of literature

LR17.1 After experience in various types of literature, the student will demonstarte appreciation of comedy, mystery, non-fiction, and poetry by selecting at least 4 books from 2 categories for independent reading during the school year.

Expose students to different types of literature by reading aloud to them from the various categories. Always point out what kind of material you are reading.

On your visits to the library pick out books of a particular type for the student's to brouse through. If you are reading poetry to the class, put out books of poems.

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WRITING

Intermediate Writing - 1 - Can use standard size pens and pencils	
IW1.1 Given any classroom assignment that require tracing, writing, or drawing with a pencil, the student will use standard size pencils.	Some students don't like to use ballpoint pens at first because they are "slippery" and harder to control. Introduce them by doing fun assignments. Fast Thinking exercises: See how many circles they can draw in 5 seconds, how many times they can write their names, etc. (See Appendix B) Trace pictures from coloring books.
IW1.2 Given any classroom assignment that requires tracing, writing, or drawing and in whcih erasures are not required, the student will use a ballpoint pen to the satisfaction of the teacher.	
Intermediate Writing - 2 - Copies accurately from a book or chalkboard using legible printing	
IW2.1 Given material to copy from a book or paper, the student will complete the assignment without substitutions or deletions and with letters formed to meet standard criteria with reasonable accuracy as judged by the teacher.	Observe proficiency of this skill during unit work such as letter writing. Let students make poetry notebooks. Either give them poems on the board or give them books of easy poems. Write the words of favorite songs on the board so students can make song books.
IW2.2 Given material to copy from a chalkboard, the student will complete the assignment without substitution or deletions and with letters formed to meet standard criteria with reasonable accuracy as judged by the teacher.	Hayes

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Intermediate Writing - 3 - Begins to write cursively.

IW3.1 The student will trace examples of cursive writing on paper to the satisfaction of the teacher.	Give students experience in tracing and copying from materials at their desks as well as from the chalkboard. Observe writing skills daily. Give rewards for "The most improved writer" of the week. It isn't necessary to teach letters alphabetically. Try teaching letters that can be put together to make words.
IW3.2 The student will copy examples of cursive writing from the chalkboard following standard cursive criteria as judged by the teacher.	
IW3.3 Given a word orally, the student will write the word adhering to standard cursive criteria as judged by the teacher.	Hayes

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Intermediate Writing - 4 - Writes personal data

IW4.1 The student will write from memory, his address, parents names, phone number, and his birthdate with pen or pencil, using both manuscript and cursive without error.	Make a bulletin board display including each student's personal data. Require each student to meet the objective before his data is added to the display. Let students make crossword puzzles using words from their personal data. Save them a couple of days and give them back to see if students remember the spelling of their words. Assign personal data words as spelling words. Give out envelopes to be addressed. (See IW8) Fast think exercises-How many times can you write your address in 30 seconds, etc. (See Appendix B)

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Intermediate Writing - 5 - Understands and uses proper punctuation and capitalization.

IW5.1 Shown separately a period, comma, and a question mark, the student will state what each is called without error.	Draw each symbol on the board. Discuss their names. Have students copy them on the board. Hand out articles from old newspapers and have children find all the question marks, commas, or periods. Make up sound effects for the punctuation marks. When students read their sentences have them verbalize the punctuation by using the sounds. Cut out pages from old workbooks or Weekly Readers and have students circle all the words with capital letters that they can find in 10 seconds. Discuss several examples and have children determine why capitals were used.
IW5.2 When orally instructed to write a period, question mark, and comma, the student will write the said punctuation mark without error.	
IW5.3 When asked what puntuation follows a sentence that "tells" and what follows a sentence that "asks", the student will state the correct answer without error.	
IW5.4 Given 10 written sentences, 5 which require periods and 5 which require question marks, the student will write the correct punctuation with no more than 2 errors.	
IW5.5 When asked what punctuation is placed at the end of an abbreviation, the student will answer "period" without error (See IAt8).	

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IW5.6 Given 10 situations requiring a comma such as date or the greeting and salutation of a letter, the student will put the punctuation in its proper place with no more than 2 errors (See IAt9)

IW5.7 Given 10 examples of capital and lower case letters, the student will point out which are the capital letters and which are the lower case letters without error.

IW5.8 The student will recite at least 3 cases in which capitalization is necessary, to the teacher's satisfaction. e.g., cities or towns, states or counties, days of the week, months, beginning words of sentences, names, etc.

IW5.9 Given 10 words orally, 5 of which require capital letters, the student will state the ones which require the capital and tell why with no more than 2 errors.

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Intermediate Writing - 6 - Learns to spell those words he uses and needs to write

IW6.1 The student will correctly spell 25% of his sight reading vocabulary when these words are stated orally by the teacher.	Teach spelling words in categories: number words, days of week, months of year, animals, words for protection, personal data, etc. Word hunt: Use spelling words. (See Appendix B) Let students make crossword puzzles and word hunts to exchange with each other. (See Appendix B) Cut out articles from old Weekly Readers. Blot out one or two letters of several words that students are learning to spell. Students are to supply the missing letters. Modified scrable-(See Appendix B) Let students make Spelling Dictionaries. (See Appendix B)
IW6.2 When writing sentences independently, the student will correctly spell 25% of his sight reading vocabulary.	

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Intermediate Writing - 7 - Can write a simple complete sentence

IW7.1 When given 2 statements orally, one of which is a complete thought and one of which is not, the student will tell which is complete with no more than 2 errors in 10 attempts.	In daily activities when students are required to orally answer questions about stories and content material, write their responses on the board. Then as a group transform the answers into complete sentences. Give the students sentence fragments and ask them to make complete sentences from them. Later give them short stories written in sentence fragments. Let students write complete sentences so the story will make sense.
IW7.2 When asked to recite a simple sentence, the student will respond with a complete thought 80% of the time.	
IW7.3 Given 10 written examples of complete and incomplete simple sentences, the student will cross out the incomplete sentences with no more than 2 errors.	
IW7.4 In daily class work, the student will write 10 of his own simple complete sentences, getting help as needed with spelling new words, to the teacher's satisfaction.	

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Intermediate Writing - 8 - Writes a simple friendly letter (See IW5)

IW8.1 When presented with an example of a letter, the student will point out the date, greeting, body and signature with no more than 1 error.	Secret Pen Pals: Have each student write his name on a piece of paper and drop it into a box. Let students draw out pairs of names and without looking, give them to the teacher. Have students write letters to their "secret pals." The teacher will distribute the letters to the right people. Give the students a form with lines drawn to show where parts of the letter go. After field trips have students write "Thank You" letters if appropriate. If you plan to invite a resource person to talk to the class, have children write invitations to that person.
IW8.2 When asked for a signature, the student will sign his name without error.	
IW8.3 When presented with a simple letter to copy, the student will put the date, greeting, body and signature in the proper place on his paper with no more than 1 error.	
IW8.4 The student will write a letter with a date, greeting, a body of at least two sentences, and a signature to the satisfaction of the teacher.	

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ARITHMETIC

Terminal Objective

The EMR student will demonstrate functional arithmetic skills necessary for practical independent living in society.

Intermediate Arithmetic (Facts) - 1 - Identifies and draws correctly a circle, triangle, rectangle, square, and oval.	
IA1.1 The student will draw a circle, triangle, rectangle square and oval without visual aids to the satisfaction of the teacher.	Students can practice this skill while drawing road signs, making decorations for holidays, making bulletin boards, etc. The teacher can observe informally for an evaluation. Instruct students to draw the shapes, cut them out, paste on construction paper and label them. Make a mobile of shapes.
Intermediate Arithmetic (Facts) - 2 - Knows arithmetic signs and symbols	
IA2.1 Given problems containing these symbols: "+", "-", "X", "÷", the student will perform the appropriate operation 100% of the time.	In a box put the numbers from 1-10 (higher if appropriate). In another box put a +, -, X, and ÷ . If students have not been exposed to multiplication or division leave these symbols out until students are ready. A student takes out 2 number cards and one operation symbol. He writes the equation on the board including the = sign. He picks a student to tell the correct answer. If that student answers correctly, he makes the next equation.
IA2.2 Given this symbol, "=", the student will state orally the meaning of this symbol to the satisfaction of the teacher.	Informally instruct and assess this objective.

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Intermediate Arithmetic (Facts) - 3 - Counts by one's, two's, fives, and ten's

IA3.1 The student will orally count from 1 to 100 without error.

IA3.2 The student will orally count by two's to 20 without error.

IA3.3 The student will orally count by five's to 60 without error.

IA3.4 The student will orally count by ten's to 100 without error.

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Follow the Dots - Number the dots by 1's, 2's, 5's and 10's.
Fast Thinking Exercises - Write numbers by 1's, 2's, 5's or 10's for 15 seconds.

Relay - Divide class into 2 or 3 teams. Members go to the board, one at a time, and write consecutive numbers by 1's, 2's, 5's or 10's. The first team to reach a pre-set goal wins.

Number Board - Use about a square yard of lightweight plywood or masonite. Drive 10 rows of ten nails (or cup hooks). Cut 100 circles of tagboard about 2" in diameter (or use round key labels). Number the disks from 1-100. Let students put the disks in order by 1's, 2's, 5's, or 10's.

Class Count - Instruct one student to begin counting. The teacher will say "stop" and call on another student to continue until 100 is reached. Counting may be done by 2's, 5's, or 10's.

Cut up several old calendar sheets and give each child a set of numbers from 1-30. Keep them in envelopes. Have students arrange their numbers according to teacher's directions. For example: Count by 2's from 8-24.

Rotten Egg Hunt - On a ditto, number randomly from 1-100 but put one number twice. Instruct students to circle each consecutive numbers beginning with 1 and going to 100. The number that wasn't circled is the Rotten Egg.
Let students count individually on a tape recorder.

Educational Service, Inc. Plus
Steck-Vaughn, Working with Numbers, Book I pages 63, 90-92,120

Intermediate Arithmetic (Facts) - 4 - Writes and names numbers from 1 to 100

IA4.1 The student will write the numbers from 1 to 100 without error.	Fast Thinking Exercises - Instruct student to write as many numbers as they can in a time limit. Example: "You have 15 seconds to write numbers starting at 50."
IA4.2 Given any written number from 1-100, the student will say the name of that number without error.	Bingo, Go Fish, Concentration, etc. (See Appendix B)

Intermediate Arithmetic (Facts) - 5 - Knows ordinal numbers

IA5.1 Given a line of 10 objects, the student will count off the objects using ordinal numbers without error.	Ordinal Bingo - Make a seating chart of the class on a piece of poster board. Make Bingo Cards with students names randomly placed on cards. Teacher will call out a student's position on seating chart. For example: "First person in the third row." Students place a marker on that person's name on their cards.
IA5.2 Given a line of objects, the student will point to any requested ordinal number from first to tenth with no more than 1 error.	Call five people to the front of the room. Give instructions as follows: Will the 5th person turn around? Will the 2nd person clap his hands? Will the first person touch his nose? etc. Make a ditto with a row of 10 objects such as candy canes, balloons, shapes, etc. Give instructions such as: Color the third balloon red, color the first ballon with blue polka dots, etc.

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Intermediate Arithmetic (Facts) - 6 - Can identify even and odd numbers

IA6.1 When asked to choose the even and odd numbers from a written list of 10 random numbers, the student will orally identify each even and each odd numbers on the list with no more than 1 error.

IA6.2 *Given any number from 1 - 20 orally, the student* will state whether that number is even or odd with no more than 2 errors.

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Odd or Even - Divide class into 2 teams - Odd and Even. Choose one person from each team to come to the front of the room and have them stand back-to-back. The two players are instructed to hold up any number of fingers. If the total number held up by both players is odd, the odd team gets a point. If the total is even, the even team gets a point. When all players have had 1 turn *play ends.*

Make a stencil of 1/4" squares in a grid formation. Write odd and even numbers in the squares in such a way that when students color in either odd or even numbers there will be a picture. If your stencil makes a black copy, you can write your numbers in black and make a thermal spirit master or a thermal transparancy. That way you need only draw a grid once.

Musical Chairs - Teacher starts calling odd numbers. When she changes to even, student's must find a seat.

Divide the class in two parts - call them odd and even. When the teacher calls odd numbers, the odd side stands - even numbers, the even team stands.

Fast thinking exercises - Write all the odd (or even) numbers you can in 15 seconds.

Make a ditto covered with numbers written randomly. Task: Mark out all the even numbers you can in 10 seconds. If you use different colored crayons one ditto may be used for odd and even - color odd numbers red and even numbers green.

Intermediate Arithmetic (Facts) - 7 - Understands the use of place value in number identification

IA7.1 Given 1-9 objects representing ones, and 1-9 objects representing tens (e.g. pennies and dimes or number strips), the student will state or write the number thus represented with no more than 1 error in 10 attempts.

IA7.2 Given any 10 numbers from 1-99, the student will state how many tens and how many ones are in the number with no more than 1 error.

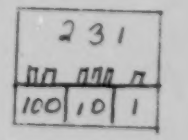
IA7.3 Orally given a number of tens and a number of ones, the student will write the number with no more than 1 error in 10 attempts. e.g. given two tens and three ones, the student will write 23.

IA7.4 Given 1-9 objects representing ones, 1-9 objects representing tens, and 1-9 objects representing hundreds (e.g. pennies, dimes, and dollars or number strips), the student will state or write the number thus represented with no more than 1 error in 10 attempts.

IA7.5 Given any number from 1-999, the student will state how many hundreds, tens, and ones are in the number with no more than 1 error in 10 attempts.

IA7.6 Orally given a number of hundreds, tens and ones, the student will write the number with no more than 1 error in 10 attempts.

Place value charts are easily made - use a large piece of poster board for that back. Cut a strip about 1/4 the height of the back and staple it like a pocket along the bottom. Make 3 pockets - ones, tens, and hundreds. For counters use strips of paper, popsicle sticks, tongue depressers, etc. Illustrate numbers by placing the correct number of counters in the three pockets.



Many games can be devised using this aid

"I'm Thinking of a Number" - Teacher describes a number in terms of place value. First person to guess the number either gets a point or becomes leader. Begin with simple ones involving only tens and ones.

Use dimes as tens and pennies as ones. Make a vending machine from a box. It should only take dimes and pennies. To "buy" wanted items students must deposit the correct number of dimes and pennies. Continually reinforce the place value concept of tens and ones.

Place Value Relay - make 2 place value charts (or just draw them on the board). Place a stack of cards with numbers on them in front of each chart. Divide the class into 2 teams. A team member draws a card and illustrates the number he has drawn in terms of place value. If he is wrong, the next players in line must correct it, if he is right the next player chooses another card. The first team to finish the stack of cards wins.

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Intermediate Arithmetic (Facts) - 8 - Expands addition and subtraction skills

IA8.1 The student will correctly solve at least 9 out of 10 addition problems involving two or more digits in which "carrying" is not necessary.

IA8.2 The student will correctly solve at least 9 out of 10 subtraction problems involving two numbers of two or more digits in which "borrowing" is not necessary.

IA8.3 Given ten addition problems involving two numbers of at least two digits each and requiring carrying, the student will correctly add eight of the problems.

IA8.4 Given ten addition problems involving three or more numbers, at least one of which contains two or more digits and requiring carrying, the student will correctly solve 8 of the problems.

IA8.5 Given ten subtraction problems involving numbers with at least two digits and requiring borrowing, the student will correctly subtract eight of the problems.

IA8.6 Given 10 addition or subtraction problems that are within his ability to solve when presented in a vertical arrangement, the student will solve them when presented in a horizontal form with no more than 2 errors.

When first learning addition and subtraction students should be encouraged to use concrete objects, tally marks, or fingers. At the same time, however, provide activities in which the student's will memorize the basic facts.

Fast Thinking Exercise - Give out a ditto of addition or subtraction facts. See how many problems can be completed in 30 seconds. Note: When using tasks that may be difficult and frustrating for some children be sure to include some very easy tasks also. For example: Making circles, dots, writing his name, writing numbers, etc. (See Appendix B)

Code the numbers 1-26 to the letters of the alphabet. Give children arithmetic problems whose answers when decoded, spell words. (7=H; 9=I)

$$\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array} \qquad \begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$

Arithmetic Relay - Divide the chalkboard into 2 sides. Write a set of identical problems in a different order on each side. Divide the class into two teams. Members of each team go to the board, one at a time, to work the problems. The first team to finish their problems correctly wins. For variety arrange problems in the form of a maze.

Matching Games - Match the problem with the answer (See Appendix B)

Make a ditto of a board type game. Put arithmetic facts on each space. Each player rolls one die. He must answer the problems on each space that his marker passes. As soon as he misses, that's where he stays. To make the game self-correcting, make an identical ditto with answers on the spaces and place it directly under the one with problems. Cut out each problem space on 3 sides to make a flap. Students lift flap for correct answer.

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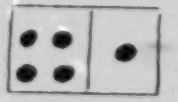
Piggy Bank - Fast moving oral exercise in which students must add and subtract "in their heads." Teacher conducts by saying you have 5¢ in your piggy bank. Johnny, how much will you have if you add 3¢? Alice takes out 2¢, how much is there now? etc.

Spill the Beans - (2-4 players) Make a card with 9 squares. Write the numbers from 1-9 randomly in the squares. Give the players two beans. They spill the beans (like dice) on the board. Players must add the numbers the beans fall on. Whoever gets the highest total in each round or whoever gets the most correct wins. Note: Try to include at least one player who is proficient in addition skills.

Give student several dominoes and a piece of paper. Instruct him to copy each domino and then write an addition problem to go along with it.



4 + 1 = 5

Let students make their own flash cards. Make a ditto divided into 10-12 squares. Give two to each student. On the board, draw the same 2 dittos the students have. Fill in one with basic facts and the other with the answers mixed up. Students are to cut out the problems and corresponding answers. Glue them back to back.
Atithmetic Flowers - Draw several flowers on a ditto or on the board. Put +3, or +5, etc. in the center and a number on each petal. Student writes problems and answers represented on each flower.

Love Publishing Co., Individualized Arithmetic Instruction Arithmetic Drill Sheets.
Steck-Vaughn, Working with Numbers, Book 1

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Intermediate Arithmetic (Facts) - 9 - Begins to learn simple multiplication and division involving one through five.

IA9.1 Using manipulative objects or tally marks, the student will correctly solve 9 out of 10 one place multiplication problems with a multiplier of 1, 2, 3, 4 or 5.	Prepare a ditto that shows a sheet of paper divided into 9-12 spaces. In each square put 15 dots. At the bottom of each square write a particular grouping. For example: two 5's, five 2's, two 7's, seven 2's, etc. Discuss what these mean and talk about the difference between related groupings (two 5's and five 2's). Students are to draw circles around the dots to show the correct groupings. Use concrete objects and let students group them using string and yarn. Put 2 each of numbers from 1-5 in a box or deck of cards. Let students pick 2 cards and draw dots or tally marks to represent them as multiplication problems. Use same type activities as mentioned in IA8 such as matching relays, domino problems with multiplication, flash cards, board games, Arithmetic Flowers, etc. Use pegboards to show grouping. Put rubber bands around pegs to group them. Show students how to use tally marks to solve simple multiplication and division problems on paper.
IA9.2 Using manipulative objects or tally marks, the student will correctly solve 9 out of 10 simple division problems involving divisors of 1, 2, 3, 4, or 5.	

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Intermediate Arithmetic (Facts) - 10 - Performs simple word problems

IA10.1 Given 10 simple word problems involving addition or subtraction, the student will complete the problem using the appropriate operation in at least 9 problems.	Presented word problems orally. Be sure to do this continually even when students are working at lower levels. It is important to constantly relate Math Computation to everyday living. Role play situations involving arithmetic computation.
IA10.2 Given 10 simple word problems involving addition, subtraction, multiplication, or division, the student will work the problems using the appropriate operation in at least 9 problems.	

Intermediate Arithmetic (Facts) - 11 - Uses arithmetic principles in playing and scoring games

IA11.1 The student will count and add correctly to play and score games such as dominoes, spinner games, card games, Jr. scrabble, dice, etc., to the teacher's satisfaction	Give students opportunities to play games that require arithmetic for playing and score keeping. Informally observe for evaluation.

Intermediate Arithmetic (Facts) - 12 - Applies arithmetic principles to solving simple problems found in his environment

IA12.1 In an actual situation in which a problem arises for which the student has the necessary arithmetic skills for its solution (e.g. he wants to know how many sheets of paper to get if each student is to get two), the student will solve the problem to the teacher's satisfaction.	At every opportunity the teacher should find ways to let students apply arithmetic skills in daily routine activities. Informally observe for evaluation.

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MONEY

Intermediate Arithmetic (Money) - 1 - Conceptualizes money as a measure of cost and payment

IA(M)1.1 The student will state that "cost" tells how much you have to pay for an item, to the teacher's satisfaction.

IA(M)1.2 When asked in a simulated situation, such as playing store, how much an item costs, the student will orally respond with a monetary figure to the teacher's satisfaction.

Set up a "store" in school using empty boxes, cans, jars, etc. labeled with prices. Students take turns being cashier and customers. Use play store for all money objectives, varying prices and method of playing according to objectives.
Look through mail-order catalogues, newspapers, and magazines reading costs of items.
Go to a store checking prices.
When using token reinforcement, attach a "cost" to each reward, e.g. "This pencil costs 5 stars."

Magazines, newspapers, mail order catalogues; empty food, toy, household, school containers; cash register

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Intermediate Arithmetic (Money) - 2 - Uses cent and dollar signs and decimal point in written form

IA(M)2.1 Given 10 monetary figures orally, the student will write the figures using appropriate signs ($, . , and/or ¢) with no more than 1 error.	Same as IA(M)1 with students reading the prices. Read prices having two teams write the prices; teams get one point for each correct price. Or, have one team read a price, the other team write it. Put pictures (or objects) around the room, labeled with prices and play a guessing game. e.g. "I'm something you eat and I cost 10¢." The student who finds it, writes the amount on the board and gets to be "It" next. Have a treasure hunt finding objects or pictures labeled with prices, but the student or team must read each label to win. Bingo using monetary numbers and symbols.
IA(M)2.2 Given 10 written monetary figures, the student will read each of them with 90% accuracy.	FR-Arithmetic that we need p 21 Continental Press: Arithmetic Step by Step Kit A Unit VI, Level 1

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Intermediate Arithmetic (Money) - 3 - Names and knows the value of coins and bills through $20.00

IA(M)3.1 When shown coins and bills through $20.00, the student will name each coin or bill with 100% accuracy.	Play store using prices with values equivalent to just one coin or bill. For .3 and .4 use whole dollar (or dollars) prices and give students the coins or bills to make up the price. Use individual flannel boards or work sheets, showing an item, a price, and giving more than the necessary equivalent coins or bills to pay for the item; students place or circle the appropriate coins or bills
IA(M)3.2 Given an item with a purchase tag of up to $20.00 that can be paid for by using just one coin or bill (e.g. penny, nickel, dime, quarter, half dollar, $1.00, $5.00, $10.00, $20.00), the student will select the appropriate coin or bill to make the purchase with 100% accuracy.	
IA(M)3.3 Given a one dollar bill, the student will state how many coins of equal value make up one dollar with 90% accuracy (e.g. how many nickles = 1 dollar, how many dimes, etc.)	FR-Arithmetic That We Need, pp 22, 25 Plus pp 58-60 Buzzer Board, Sorting Tray, Concentration (See Primary Appendix B) ETA: School Set Educational Money DLM: Shopping Lists Game; Money Game; Coins and Bills; coin stamps
IA(M)3.4 Give a $5.00 bill, $10.00 bill, or $20.00 bill, the student will state how many bills of equal value make up the bill with 90% accuracy. (e.g. 5 one dollar bills = one five dollar bill; 10 one dollar bills = 1 ten dollar bill, or 2 five dollar bills, etc.)	

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Intermediate Arithmetic (Money) - 4 - Makes change to at least $1.00

IA(M)4.1 Given any 10 combinations of coins equal to $1.00 or less, the student will count the money with 90% accuracy.	Play store using amounts of up to one dollar. Cashier and customer count money and change. Use sorting tray (See Primary Appendix B) putting change in each cup and having students (.1) write how much is in each, (.2) write yes or no if amount is $1.00, or (.3) add the coins to make $1.00.
IA(M)4.2 Given any 10 combinations of coins, the student will state whether or not that combination equals $1.00 with 90% accuracy.	Give each student a change drawer containing 4 pennies, 1 nickel, 2 dimes, 1 quarter and 1 half dollar. Give him an amount of less than a dollar and have him give correct change. If he thinks he needs another coin, help him count starting with the smallest amount (Note : Some progress in counting by fives, tens, and 25 is needed for this). Have students make and sell crafts.
IA(M)4.3 Given any 10 combinations of coins of less than $1.00, the student will add to the coins the correct amount of additional coins to make $1.00 with 90% accuracy.	
IA(M)4.4 Given 10 simulated situations requiring buying and selling, the student will make change to $1.00 with 90% accuracy by continuing to count from the price to $1.00 or by subtracting the price from $1.00.	FR: Arithmetic That We Need, pp 23-25 DLM: Shopping Lists Game; Coins and Bills; Coin Stamps Continental Press: Arithmetic Step by Step, Kit A Unit VI, Levels 1 and 2.

Intermediate Arithmetic (Money) - 5 - Uses money to make purchases

IA(M)5.1 Given objects arbitrarily labeled with prices up to $5.00 (Example: 1 for .39¢, 4 for .75¢ etc.) and given the necessary bills and coins, the student will "buy" at least 10 objects and give exact change for each.	Play store with prices of up to $5.00. Give simulated situations in which payment must be made and have students count out money and/or get change. In school situations requiring transfer of money, help student count money and/or change (rather than just taking money and giving change). Use sorting tray (See Primary Appendix B) and newspaper, catalogue, or ditto prices. Get real menus, especially before a trip to a restaurant, have students order.
IA(M)5.2 In actual situations such as school candy sales, tickets sales, lunch, field trips, bus fares, etc. the student will satisfactorily negotiate to purchase desired goods or services as judged by the teacher.	DLM: Coins and Bills

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Intermediate Arithmetic (Money) - 6 - Knows the purpose of a bank

IA(M)6.1 The student will state three functions of a bank to the satisfaction of the teacher. (e.g. saving, borrowing, checking).	Visit a bank, have banker visit classroom. Set up a "bank" in class giving students simulated bank book, checking account, and loan. Set up a "bank" when using token reinforcement (students can save tokens with interest, write a "check" for them, or borrow within realistic limits and pay interest). Make piggy banks and discuss similarities and differences between that and a banking institution.
IA(M)6.2 When asked what interest on a savings account is, the student will state to the teacher's satisfaction that it is money added to the savings account by the bank.	
IA(M)6.3 When asked what interest on a loan is, the student will state to the teacher's satisfaction that it is money paid to the bank above the amount borrowed.	
IA(M)6.4 Given a statement describing a function of the bank, the student will name that function with 100% accuracy. (e.g. money placed in a bank and accumulated with interest is savings; money taken from the bank on which you pay interest is a loan; money placed in the bank and withdrawn frequently for paying bills is checking.)	

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Intermediate Arithmetic (Money) - 7 - Practices budgeting of allowances and earnings

IA(M)7.1 The student will state that income means money received and that expenses means money spent, to the satisfaction of the teacher.	Discuss terms such a income, expenses, budget, saving, etc. If students have an allowance or earnings, help them set up a budget; if not give an imaginary (but realistic for a child) income and expenses. If using token reinforcement, help students budget tokens. Keep an imaginary (but realistic) account of a family's earnings and expenses for a week.
IA(M)7.2 The student will keep a personal budget sheet daily for a week showing all income and all expenses, to the satisfaction fo the teacher.	
IA(M)7.3 The student will explain,to the satisfaction of the teacher, that goals are necessary for the most efficient use of money.	Coronet: film Your Thrift Habits
IA(M)7.4 The student will select a short term goal such as a purse, radio, football, etc. and decide how much money he must set aside to reach this goal within a set amount of time.	

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TIME

Intermediate Arithmetic (Time) - 1 - Tells time by quarter hour and 5 minutes

IA(T)1.1 Orally given any time to the quarter hour, the student will manipulate the hands of a clock to indicate the stated time with 90% accuracy.	Give each student a clock with movable hands. Call times and have all students set hands. Show large clock with hands set for students to check. Let students take turns saying a time. Begin scheduling activities by time e.g. "We will do math until 11:15; we will get ready for lunch at 11:55", etc. Use a large clock with movable hands, set at appropriate time, next to real clock.
IA(T)1.2 Orally given any time to 5 minutes, the student will manipulate the hands of a clock to indicate the stated time with 90% accuracy.	
IA(T)1.3 Shown a clock indicating any time to 5 minutes, the student will state the time with 90% accuracy.	FR: Learning About Time Fearon: Time and Telling Time Continental Press: Arithmetic Step by Step, Kit A Unit VII, Level 1-3, DLM: Moving Up in Time; Clock Stamp MB: Tell Time Quizmo (contains 39 individual cardboard clocks) Educational Services, Inc. Plus pp 47-52

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Intermediate Arithmetic (Time) - 2 - Reads and writes time to the half hour.

IA(T)2.1 Given a time to the quarter hour written in numerical form (e.g. 2:00), the student will manipulate the hands of a clock or draw hands on a clock face to indicate the given time with 90% accuracy.	Bingo with clock faces and/or numerically written time on squares. Tape cardboard clocks with movable hands on board. Have relay teams, set hands to written times or write time shown on faces. Prepare worksheets giving time or clock face and having student supply the other.
IA(T)2.2 Shown a clock indicating a time to the quarter hour, the student will write the time using numerals (e.g. 2:00) with 90% accuracy.	FR: Learning About Time Fearon: Time and Telling Time Educational Services, Inc. Plus pp. 47-52 Puzzle cards with clock face on one side and time on other (See Primary Appendix B)

Intermediate Arithmetic (Time) - 3 - Knows the days of the week

IA(T) 3.1 Orally given a day of the week the student will state the day that comes before or after the given day, as requested by the teacher, with 100% accuracy.	Repeat days of week in daily calendar activities. Give students flash cards with days of week. One student stands, shows his card and says "before" or "after"-student with appropriate card stands and says "before" or "after" etc. A time limit might be imposed, e.g. student must stand within 3 seconds. Play "Buzz" - a certain day is agreed upon. Students take turns saying a day in order. When that day is reached the student says "Buzz" instead of the day. If he misses he must say "Buzz" 7 times. Give several students a set of days of the week flash cards. Have them race to put them in order.
IA(T)3.2 Orally given a day of the week, the student will state the day that comes before or after the given day, as requested by the teacher, with 100% accuracy.	
IA(T)3.3 The student will write the days of the week in order without error (See IW5.8)	Continental Press: Arithmetic Step-by-Step, Kit A Unit IX, Level 2 pp 3-5

Intermediate Arithmetic (Time) - 4 - Knows the months of the year.

IA(T)4.1 Orally given a list of 5 or more words some of which are months and others of which are days, holidays, seasons, etc., the student will state which are months without error.	Same as IA(T)3 substituting months for days of week. Write words-days, holidays, seasons, months, scattered on paper. Have students find and circle all the months (or write on board for race). Make up coding games using months of year. Have students make a large circular bulletin board display including the names of the 12 months, their numbers, and something associated with the month. Could be done with 2 or 3 circles which could be lined up to match month, number, and association. Use fill ins, crossword puzzles, "Hang Man".
IA(T)4.2 The student will recite the months of the year in order without error.	
IA(T)4.3 When presented with a list of the months of the year, the order of which has been scrambled, the student will copy them in the proper order with 90% accuracy.	Continential Press: Arithmetic Step by Step, Kit A, Unit IX, Level 2 pp 6-9
IA(T)4.4 Given any month of the year, the student will state the month that comes before or after the given month, as requested by the teacher, with 90% accuracy.	

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Intermediate Arithmetic (Time) - 5 - Knows abbreviations for the days and months (See IW5.8)

IA(T)5.1 The student will define an abbreviation as a shortened form of a longer word to the satisfaction of the teacher.	Bingo, Concentration using abbreviations and whole words. Make caterpillars with abbreviation on head and whole word on body. Buzzer board (See Primary Appendix B) Continental Press: Arith. Step by Step, Kit A, Unit IX, Level 2 P 7.
IA(T)5.2 Given a list of the abbreviations of the months of the year and a list of the months spelled out, the student will match the abbreviation with its proper long form with 90% accuracy.	
IA(T)5.3 Shown the abbreviation of each month of the year, the student will cite the correct month with 90% accuracy.	
IA(T)5.4 Given a list of the abbreviations of the days of the week and separate list with the days spelled out, the student will match the abbreviation with the long form with 90% accuracy.	
IA(T)5.5 Shown the abbreviation of each day of the week, the student will cite the correct day with 100% accuracy.	

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Intermediate Arithmetic (Time) - 6 - States, read, and writes dates

IA(T)6.1 The student will orally state the fact that a date includes a month, a day, and a year, to the teacher's satisfaction.	Put date on board every day. Have students take turns writing it on board. Provide a place on all written assignments for date. Draw birthday cakes and write birthdate using whole word, abbreviation, and number (December 1, 1965; Dec. 1, 1965; 12/1/65). Match dates written the three ways.
IA(T)6.2 Given the date in written form, the student will orally state the date 90% of the time.	
IA(T)6.3 Presented with 10 dates that are scrambled, the student will put the month, day, and year in their proper places using the correct capitalization and punctuation with no more than 1 error.	
IA(T)6.4 The student will write the correct ordinal number of each month with 100% accuracy.	
IA(T)6.5 When presented with a date, the student will write that date using the ordinal number of the month, the day, and last 2 digits of the year with 100% accuracy. (e.g. 4 - 6 - 74)	
IA(T)6.6 On daily written assignments, the student will write the date in the correct form 90% of the time.	

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Intermediate Arithmetic (Time) - 7 - Uses the clock and calendar

IA(T)7.1 In daily activities which are scheduled for specific times (e.g. lunch time, change of class, special assemblies, special appointments, etc.) the student will respond at the appropriate time using the clock as a signal as judged by and to the satisfaction of teacher.	Place cardboard clock with movable hands set at appropriate time next to real clock. Use timer as reminder: when timer goes off, student says the time. Make individual schedule sheets for each student using clock faces and the written time, for in-room or out-of-room activities. Have students fill in their own calendar each month, illustrating or circling special days. Play calendar Bingo using old calendar pages calling day of week and date; student who first gets a given number of squares win.
IA(T)7.2 Given a game situation, the student will act as time keeper to the satisfaction of the teacher.	
IA(T)7.3 The student will locate any date on the calendar and state the day on which it falls with no more than 1 error in 10 attempts.	

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Intermediate Arithmetic (Time) - 8 - Knows sequence of seasons

IA(T)8.1 Given any season of the year, the student will say the names of the seasons that follow in sequence with no more than 1 error in 5 attempts.	Use activities similar to IA(T) 3 and 4. Add seasons to circular bulletin board display (IA(T)4). See also IE1.

Intermediate Arithmetic (Time) - 9 - Understands and uses time-related vocabulary

IA(T)9.1 When asked to tell when a minute is up, the student will count from 1 - 60 and say the minute is up to the teacher's satisfaction.	Use stop watch, timers, alarm clocks. Time various activities making pictoral charts of the time it takes to complete them. Play charades giving time hints, e.g. this is something you do in the summer (swimming motion), this is something that takes a few minutes (brushing teeth), this is something you do in the morning (dress), etc.
IA(T)9.2 When directed by the teacher to state when an hour is up, the student will observe the clock and state approximately when the hour is up to the teacher's satisfaction.	Various timers: Stop watch, egg timer, Kitchen timer, Alarm clock.
IA(T)9.3 Orally presented with a list of 5 various activities, the student will state whether the activity would require seconds, minutes, or hours to perform, with no more than 1 error. (e.g. blinking eyes, brushing teeth, etc.)	
IA(T)9.4 Given 3 activities or occurrences associated with particular times (such as noon, morning, afternoon, night week-end, week-day, year, etc.), the student will state the time with which the activity is associated with no more than 1 error.	

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Intermediate Arithmetic (Time) - 10 - Begins to operate within time blocks

IA(T)10.1 Given a task, with a choice of one reasonable and one extreme length of time in which to complete it, the student will choose the appropriate time for completing the given task, to the teacher's satisfaction.	See also IA(T)9. Use schedules (IA(T)7) for daily work, e.g. Read with teacher 8:45 - 9:00; complete work in folder 9:00 - 9:30; to to station number 1 from 9:30 - 10:00; etc. Reward for completing tasks in given amount of time.
IA(T)10.2 Given a task to complete within a specified amount of time (5 minutes, one hour, one week, etc.) and told that he will be measured on his ability to complete the task within the given time period, the student will do so to the teacher's satisfaction.	

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MEASUREMENT

Intermediate Arithmetic (Measurement) - 1 - Knows abbreviations for inch, foot, yard, pound, and symbols for inch and foot

IA(Ms)1.1 The student will recognize the words inch, foot, yard and pound without error.	Make flash cards of terms, abbreviations and symbols. Use for card games (Go Fish, Concentration), matching activities, board relay races, etc. When conducting measuring activities use full terms, abbreviations and symbols.
IA(Ms)1.2 Provided with a list containing the words inch, foot, yard and pound, the student will tell which are for weight and which for measuring length without error.	Fearon: Measure Up pp 1-12 Buzzer board, Concentration, Puzzle Cards (See Primary Appendix B).
IA(Ms)1.3 Given a list of the abbreviations for inch, foot yard, and pound and a list of their spellings, the student will match the abbreviations with their spellings without error.	
IA(Ms)1.4 Given the abbreviations for inch,foot, yard,and pound the student will cite the correct term with no more than 1 error in 3 attempts.	
IA(Ms)1.5 Given the words inch, foot, yard and pound the student will write their correct abbreviations with no more than 1 error in 3 attempts.	
IA(Ms)1.6 Given a written number followed by the symbol for feet or inches, the student will read the number of feet or inches thus indicated with 100% accuracy. e.g. 2'= two feet; 2'' = two inches.	

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Intermediate Arithmetic (Measurement) - 2 - Uses a yardstick, foot ruler, and meter stick in measuring

IA(Ms)2.1 The student will state to the satisfaction of the teacher that "length" means "how long" something is	Measure room, desks, books, board, string, etc. Make charts of measurements. Measure the same objects using U.S. and Metric systems and compare. Have treasure hunts using measures, e.g. find something 1 foot long, 2 inches long, 1 meter long, etc. Have students estimate length of objects before measuring. On Kraft paper have students trace a yard stick twice. On one tracing trace a foot ruler 3 times and color each foot a different color. Cut to divide into 3 feet and paste on second tracing of yard stick (Same for foot and inch using tagboard inches or wooden inch cubes). Have 2 groups of students measure identical objects, one group using inch squares and one using a ruler, or one using foot rulers and one using yard stick. Give directions for drawing lines which will result in a picture. Have students help when practical application is needed, e.g. measuring paper for bulletin board or art projects.
IA(Ms)2.2 Given a yard stick and a ruler, the student will determine how many feet are in a given number of yards with no more than 1 error in 5 attempts.	
IA(Ms)2.3 Provided with cardboard or tagboard pieces that are one inch long, the student will determine the length of lines and objects in whole inches with no more than 1 error in 5 attempts.	
IA(Ms)2.4 Using a foot ruler, the student will measure objects of less than 1 foot to the nearest inch, 80% of the time.	FR: Learning About Measurement pp 10-12 Fearon: Measure Up pp 11-15 ETA: Apex Junior Yard Measure DLM: Linear Measures
IA(Ms)2.5 Given 5 concrete objects of different lengths such as lines, string, sticks, measuring tools, etc., the student will state which is an inch, a foot, and a yard with no more than one error in five attempts.	
IA(Ms)2.6 Given a ruler and at least 12 one inch pieces, the student will determine that there are 12 inches in one foot.	

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IA(Ms)2.7 Given a ruler and an inch piece, the student will determine how many inches are in a given number of feet with no more than 1 error in 5 attempts.

IA(Ms)2.8 Given objects or lines that are longer than one foot by an exact number of inches, and provided with a ruler and inch pieces, the student will determine how many inches longer than one foot the object is with no more than 1 error in 5 attempts

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IA(Ms)2.9 Using a foot ruler, the student will measure an object of 2 feet or less to the nearest inch, moving the ruler to measure objects between one and 2 feet.

IA(Ms)2.10 Given a stick one meter long and given 10 sticks each one decimeter long, the student will state that there are 10 decimeters in 1 meter.

IA(Ms)2.11 Given 5 objects which are an exact number of meters or decimeters and given the appropriate measuring instrument; the student will state how many meters or decimeters long the object is with no more than 1 error.

IA(Ms)2.12 Given a 12 inch ruler, the student will draw a straight line of a given whole inch length to within 1/2 inch of the given length, 75% of the time.

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Intermediate Arithmetic (Measurement) - 3 - Reads a thermometer and knows its use (See also IE1)

IA(Ms)3.1 Shown the thermometer, the student will state what it is and it's use to the teacher's satisfaction.

IA(Ms)3.2 The student will state to the satisfaction of the teacher that "temperature" indicates relative hotness or coldness.

IA(Ms)3.3 The student will state to the teacher's satisfaction that "degree" is a unit of measurement of temperature and that it is indicated on the thermometer.

IA(Ms)3.4 Given a weather thermometer, cooking thermometer and oral thermometer, the student will choose which is the cooking thermometer, oral thermometer and weather thermometer without error.

IA(Ms)3.5 When shown a thermometer, the student will show where the line of mercury or alcohol begins and ends with 100% accuracy.

IA(Ms)3.6 Using a large artificial thermometer, the student will indicate the degree of the temperature the teacher asks with no more than 1 error in 5 attempts.

Keep a temperature chart for a week at a time, by filling in a picture of a thermometer each day. Have students make an artificial thermometer (See IE1) to look as much like the real class thermometer as possible; students match their artificial one to the real one. Visit kitchen or home economics room to see cooking thermometers being used. Have nurse take students' temperatures with oral thermometer.

Ideal: Five Day Temperature Chart
FR: Learning About Measurement pp 38-44
Various thermometers, especially easy to read weather thermometers.

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IA(Ms)3.7 Using a large weather thermometer, the student will read the temperature aloud within 5 degrees of accuracy.

Intermediate Arithmetic (Measurement) - 4 - Understands standard measurements for linear, liquid, and dry measure.

IA(Ms)4.1 Provided with an assortment of 5 measuring instruments such as rulers, yard sticks, cup, pint, quart, gallon, and half gallon containers, the student will state which ones measure length and which ones measure capacity with no more than 1 error in 5 attempts.

Have students experiment with types of measurement, e.g. 5 inches of water in different size containers compared to a standard cup measure. Check ads to see how various objects are sold (fencing by the foot; fabric by the yard; milk by the pint, quart, half gallon or gallon; eggs by the dozen,etc.). Begin preparing simple recipes.

IA(Ms)4.2 Provided with measuring cups, a pint container, a quart pitcher, a half gallon container, a gallon container and water or sand, the student will determine how many pints in a quart, or any other similar problems with no more than 1 error in 5 attempts.

Ideal: Dry Measure; Liquid Measure
FR: Learning About Measurement pp 4-9
Variety of measuring utensils.

IA(Ms)4.3 The student will identify a cup, pint, quart, half gallon and gallon when shown them with no more than 1 error.

IA(Ms)4.4 Given the necessary measuring utensils, the student will measure liquids to the whole cup, pint, quart or gallon with 80% accuracy.

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IA(Ms)4.5 The student will identify peck and bushel when shown the actual container or picture, and tell which holds more with 100% accuracy.	
IA(Ms)4.6 The student will count out a dozen or half dozen as requested by the teacher 80% of the time.	
Intermediate Arithmetic (Measurement) - 5 - Has some concept of distance on land (See IS25-28)	
IA(Ms)5.1 The student will state his understanding of a block to the satisfaction of the teacher by using local reference points such as stores, streets, football field, etc.	On trips count blocks or miles. Make a large map of area, writing in distances between well known points.
IA(Ms)5.2 The student will state his understanding of a mile to the satisfaction of the teacher using references such as streets, stores, a 30 minute walk etc.	
IA(Ms)5.3 The student will state how many miles are between at least 3 local cities of his choice with 80% accuracy.	

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Intermediate Arithmetic (Measurement) - 6 - Knows his height and weight (See IV8)

IA(Ms)6.1 The student will state that the word height refers to how tall he is and the word weight to how much he weighs in pounds 100% of the time.	Students weigh and measure each other keeping height and weight charts. Weigh objects for sale in Playstore.
IA(Ms)6.2 The student will state his height to the nearest inch and weight to the nearest pound when asked 100% of the time.	ETA: Height Measure DLM: Balance Scale Bathroom scale Ideal: Playstore Scale
IA(Ms)6.3 Given a scale, the student will weigh 10 items to the nearest numerical indicator with no more than one error.	

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Intermediate Arithmetic (Measurement) - 7 - Understands fractional concepts

IA(Ms)7.1 Given one whole object (e.g. a 12" strip) and the same size object cut into halves, quarters, and eighths (e.g. 2 - 6" strips, 4 - 3" strips, and 8 - 1 1/2" strips), the student will manipulate, compare and put together the fractional parts to make a whole with no more than one error in 5 attempts.	Provide frequent opportunity for manipulating whole objects and fractional parts. Prepare a worksheet with 4 whole objects and 4 identical objects divided into halves, thirds, fourths, or eighths. Have student cut the divided objects and place in the whole object.
IA(Ms)7.2 Given manipulative halves, thirds, fourths and eighths of objects of different sizes and shapes, such as circles, squares, rectangles and triangles, the student will put together the appropriate fractional parts to make a whole and state how many halves, fourths, eighths, and thirds it takes to make a whole with no more than 1 error in 5 cases.	ETA: Apple Fraction Set; Fractions and Equivalents MB: Flannel Board Fractional Parts; Fractions are Easy as Pie Puzzle cards (see Primary Appendix E)
IA(Ms)7.3 Provided with drawn shapes divided into halves, thirds, fourths and eighths, the student will indicate 1/2, 1/3, 1/4, or 1/8 of the shapes with no more than 1 error in 10 cases.	
IA(Ms)7.4 Given drawings of objects or shapes, the student will draw lines to divide the drawing into halves, fourths, eighths, or thirds, to the teacher's satisfaction with no more than 1 incorrect response.	

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ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

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The EMR student will exhibit skills in environmental awareness as they relate to his independent living.

Intermediate Environmental Awareness - 1 - Understands weather conditions and their causes and effects.

IE1.1 The student will state orally how sun light, air, or water effect weather conditions to the satisfaction of the teacher (e.g. Sun warms, air makes wind, water makes fog, rain, hail, snow, etc.)

IE1.2 The student will describe fog, rain, hail, and snow to the satisfaction of the teacher.

IE1.3 The student will describe a thunderstorm, hurricane, and tornado to the satisfaction of the teacher.

IE1.4 Shown a weather vane and thermometer, the student will state the function of each to the teacher's satisfaction.

IE1.5 The student will orally state at least one comparison between summer and winter weather conditions and one between spring and fall to the teacher's satisfaction.

Make simple weather instruments such as (1) an instrument to measure wind speed: staple several paper cups around a paper plate (one cup could be a different color) loosly nail the plate top of a stick and place the stick in the ground; (2) a barometer: stretch a balloon tightly over a juice or milk bottle; attach a straw to the top of the balloon; place a piece of paper on the wall near the bottle and mark with lines to show changes in movement; (3) a thermometer (to show, not measure, temperatures) draw a thermometer on a piece of tagboard (about 4" x 12") make a slit at top and bottom of "mercury column"; slip a piece of ribbon or elastic (which has been half colored red) in the slits and staple the ends together in back, slide the ribbon or elastic to show temperatures; (4) Wind vane. Simulate weather conditions using light bulb, fan, hot water in cool air. Explain and discuss similarities with weather conditions. Discuss experiences in different kinds of storms and how the storms differ.
Keep temperature chart throughout year (see also IA(6s)8). Listen to and read weather reports. Take pictures outside during different weather conditions. Observe particular spot or item during different weather conditions (a certain tree, a grassy yard, etc.) During various weather conditions discuss people whose jobs are affected, people who have to work in bad weather (postmen, electric linemen, policemen, etc.)

IE1.6 The student will give at least 3 examples of jobs that are affected by weather and tell the effects to the satisfaction of the teacher. (Example: farmers and droughts, cement workers and rain, fruit pickers and cold weather.

Visit Forestry Service weather station or Jacksonville Naval Air Station, Fleet Weather Control.

Make kites or pinwheels to use during wind

IE1.7 The student will cite at least one weather condition that will influence health and one that will influence safety. (Example: Health-cold weather and colds; safety-fog and auto accidents)

Weather instruments

Check elementary level music and poetry anthologies for songs and poems about weather, elementary science books for simple weather experiments

FR Weather and Us, Book I

IE1.8 The student will name 2 sources of daily weather reports. (e.g. radio, T.V., newspaper)

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Intermediate Environmental Awareness - 2 - Identifies domestic and wild animals and understands their needs.

IE2.1 The student will accurately classify at least six different animal pictures as farm, pet or wild animals with no more than 1 error in 5 attempts.	Prepare 2 identical jars of soil, each with 3 layers alternating sand and dark soil containing leaf mold. Place an earthworm in one jar. Put dark paper around the jar to make the earthworm more comfortable. In a few days remove the paper. Continue to observe the two jars until the worm has completely mixed the soil. Observe the worm as it tunnels through the soil. Ask: How do worms grind soil? How do they get materials into their mouths? Put a bean seed in each jar. Water them equally and observe growth.
IE2.2 The student will identify at least 4 farm animals and state at least one reason why each animal is useful to the teacher's satisfaction.	Discuss how bees are helpful in pollinating flowers, termites change dead trees into soil (this could be done in a terrarium), how ants are soil conditioners similiar to worms.
IE2.3 Shown pictures of 10 wild, potentially dangerous animals, the student will name 6 and state how each of the 5 might be helpful and harmful to the teacher's satisfaction	Extend the concept of the water community discussed in IE3 by putting tadpoles, minnows, snails, turtles, etc. in your acquarium. If not using an acquarium, make a turtle bowl and include some snails or tadpoles. Ask: Would these animals live in a desert? Have students make lists of animals including insects and fish they see. Have them categorize them into land and water animals. students might be given jars and nets to collect animal they cannot identify. Remind children of precaution in collecting unfamiliar animals. Go to Florida State Museum, Gainesville for bird exhibit.
IE2.4 Given pictures of 10 insects, the student will name 6 and state how insects might be helpful and/or harmful to the teacher's satisfaction. e.g. insects decompose organic matter to help make soil, provide food for some animals, etc.	
IE2.6 The student will state four needs of animals to the satisfaction of the teacher. (e.g. food, water, exercise, rest, shelter)	Aquarium, terrarium, animal cages (a bird case covered with nylon net makes a good cage for small animals or large insects)
IE2.7 Given 5 illustrations of animals in a particular environment, the student will state whether or not the environment is suitable for that animal with no more than one error.	

IE2.8 The student will state the major source of food, water, and shelter or protection for at least five different animals.

Scholastic: Earth Corps Study Program: We Need Each Other (activity book) Look Around You (multi-media kit) Write to: The American Humane Education Society, 180 Longwood Ave., Boston 15, Mass. for recent materials, e.g. Animals in the Classroom.
Florida's Poisonous Plants, Snakes, and Insects
Florida's Insects (Fla. Dept. of Agriculture)
The Chase game - Cadaco, Inc., Chicago, Ill. (Simplify directions)
Salt Water Aquariums: Principal and Practice (resource for teacher - Aquarium Systems, Inc. 33208 Lakeland Blvd. Eastlake, Ohio 44094)

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Intermediate Environmental Awareness - 3 -- Is aware of plants and their uses.

IE3.1 The student will name from pictures or actual examples, 10 common plants found in or around his school or home. (e.g. palm tree, pine tree, oak trees, cactus, ferns, rose bushes, ruins, azelias, corn, etc.)	Take pictures of plants in area, use for a display or a booklet, identifying each, stating whether or not edible, how used, kind of environment needed. Gather pictures of manufactured goods and the raw materials from which they are made (combine with IE7) to use for matching activities. Grow plants in water, soil and sand and experiment with growing in the wrong environment (e.g. water lily in soil. cactus in water). Make desert gardens, terrariums, acquariums, using where possible, specimens found on field trips. Visit a nursery or greenhouse to see how environmental conditions are controlled. Through photography or slides taken on field trips compare plants at different times of year as seasons change environment. Gather pictures of plants in different parts of world and compare. Visit a florist, students decide what flowers or plants they like most to look at, to smell.
IE3.2 Given 10 pictures or actual examples of plants, the student will identify those that are edible and non-edible with 90% accuracy.	
IE3.3 Given pictures or actual examples of 10 common plants, the student will state what each is used for with 90% accuracy. (e.g. cotton - clothing; rose - decoration; tree - wood, paper, etc.)	
IE3.4 Given 5 illustrations of plants in a particular environment the student will state whether or not the environment is suitable for that plant. (e.g. cactus in water, water lily in the desert, etc.)	Seed catalogues; travel posters and brochures; aquariums, terrariums(can be made from large jars). Encyclopedia Britannica films: Plants We Use

Intermediate Environmental Awareness - 4 - Is aware of the needs, growth, and function of plants and plant parts

IE4.1 Shown at least 3 pictures illustrating plant growth from seed to maturity, the student will arrange the pictures in growth sequence without error.	Plant seeds or germinated beans and allow to grow to visible plant. Vary conditions of plants: e.g. one with soil and light but no water, one with soil and water but no light (put this one in a closet), one with rainwater or distilled water and light but no soil. Check plants daily to discover what happens to them. Fill a clear jar or glass with paper towel, place beans between jar and towels; add water; have students observe growth of root system (downward) and beginning of stem (upward). Root a philodendron in water for same visual experiment.
IE4.2 The student will state 3 needs of plants to the teacher's satisfaction.	
IE4.3 Given a plant part (seed, root, stem, leaf, flower, fruit), the student will identify each part and state its function to the teacher's satisfaction.	Put food coloring and water in a glass; add a stalk of celery to show how plants absorb water. Make display of plant cycle. Have students find seeds on real plants. Discuss the way seeds travel.
IE4.4 The student will use pictures provided by the teacher, to describe the cycle of plant life to the teacher's satisfaction.	Make charts showing food chain of various animals, all beginning with plants. Go through the school lunch menu tracing all foods back to plants.
IE4.5 Given 10 pictures of common food taken from plants the student will name the part of the plant from which the food is taken to the teacher's satisfaction. (e.g. carrot is the root, greens are the leaves.)	Cut out plants from construction paper, a different color for each plant part.
IE4.6 The student will explain how all food comes either directly or indirectly from plants to the satisfaction of the teacher.	Scholastic: Earth Corps Study Program-We Need Each Other (activity book); Look Around You (multimedia kit) Encyclopedial Britannica Films: Plant Needs; How Seeds Sprout and Grow Into Plants; How Seeds Are Scattered

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Intermediate Environmental Awareness - 5 - Identifies poisonous plants and describes proper conduct concerning them.

IE5.1 The student will state, to the teacher's satisfaction, that plants may be poisonous to touch, poisonous to eat, or harmful to crops, and give one example of each.

IE5.2 Presented with pictures or actual examples of 10 plants common to his area of which are harmful to man and some of which are safe, the student will state whether or not each plant is safe and if it is not he will explain its adverse effects with no more than 1 error.

IE5.3 The student will state one way of riding an area of poisonous plants to the teacher's satisfaction.

Visit a nursery and/or farm to see how weeds are controlled, Look for poisonous plants on field trips; photograph them.

Maxwell, Florida's Poisonous Plants, Snakes, Insects
U.S.D.A. Poison Ivy, Poison Oak, and Poison Sumac
Trend House: Plants Poisonous to People - Book and wall chart.

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Intermediate Environmental Awareness - 6 - Describes general characteristics of the earth.

IE6.1 When asked the shape of the earth, the student will state that the earth is round 100% of the time.	Make a model of a terrian showing mountains, hills, flatlands, rivers, oceans. Show pictures, films, of mountains, hills, and ocean. Have students tell of their experiences swimming and/or fishing in lakes, rivers, springs. Draw a map of the area including local rivers, springs, lakes, swamps. Take a field trip to visit these areas and photograph them. Make a board game in which moves would be helped or hindred by terrian and equipment to navigate it (e.g. going down hill, move 3 spaces; going up hill, loose one turn; bridge out over river, go back two; etc.).
IE6.2 The student will state that the earth is made of land and water 100% of the time.	
IE6.3 The student will point to an island, a peninsula, and a continent when shown a map or globe 80% of the time.	
IE6.4 When asked if Florida is an island, continent, or peninsula, the student will answer peninsula, 100% of the time.	
IE6.5 When shown a sectional view, a tactual relief map, or a simulated terrain showing flatlands, hills, and mountains, the student will point out which areas are flat, hills, and mountains with 100% accuracy.	

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IE6.6 The student will describe the area in which he lives in terms of mountainous, hilly or flat with 100% accuracy.

IE6.7 When shown pictures of lakes, rivers, and oceans, the student will state which are lakes, which are rivers and which are oceans.

IE6.8 The student will state to the satisfaction of the teacher that springs are cold, clear and come from underground rivers.

IE6.9 The student will locate a lake, river and an ocean on a simple map, with 100% accuracy.

IE6.10 The student will orally define swamps to the satisfaction of the teacher.

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Intermediate Environmental Awareness - 7 - Understands the use of and conservation of natural resources as related to ecology.

IE7.1 The student will define the term "natural resources" to the satisfaction of the teacher.	Make bulletin board display, posters, or booklets showing natural resources, products made from these resources or use of them (use actual samples where possible such as a piece of coal, a swatch of material, a piece of wood, etc.) and ways to conserve the natural resources. Have students take part in community conservation or clean-up projects. Visit a Forester to see what is being done for conservation. Explain the term extinct, show pictures of extinct animals. Discuss some of the endangered species and have students suggest ways to prevent their becoming extinct. Dramatize two family situations, using puppets, in which one family is conserving resources and one is wasting resources. Have students list ways we can conserve resources and cut down on pollution at home, then have this list typed and distribut to homes and other classes.
IE7.2 The student will name at least 4 of the following natural resources: sunlight, air, water, soil, forests, animals, and minerals.	
IE7.3 The student will state or depict through pictures four of man's need and use of water, to the satisfaction of the teacher. e.g. drinking, providing recreation, sanitation, and as a source of food.	
IE7.4 The student will explain man's need and use of air for breathing to the satisfaction of the teacher.	Scholastic: Earth Corps Study Program - We Need Each Other (activity book), Look Around You (multimedia kit) MacDonald's Ecology Action Pack Highlights: Ecology Handbook (2300 W 5th Ave., Columbus, Ohio 43216) Ideal: Gomston (a game on ecology)
IE7.5 The student will state or depict through pictures three of man's need and use of land, to the satisfaction of the teacher. e.g. for living on, growing food, and as a source of other natural resources.	
IE7.6 The student will state that plants and animals are our sources of food and explain that they grow on land or in the water to the satisfaction of the teacher.	

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IE7.7 The student will name three non-food primarily mineral items that are natural resources such as coal, oil, iron, lime, phosphate, etc. and explain how man uses each of these with no more than 1 error in 3 attempts.

IE7.8 The student will explain to the satisfaction of the teacher that our natural resources are limited and that we may run out of or spoil what we have if we are not careful.

IE7.9 The student will orally state to the satisfaction of the teacher the meaning of "pollute."

IE7.10 The student will explain or depict through pictures at least two practices that pollute the air.

IE7.11 The student will explain or depict through pictures at least two practices that pollute the water.

IE7.12 The student will orally name or show pictures of at least two natural resources that we may run out of.

IE7.13 The student will orally name or show pictures of at least 3 ways to conserve some of our natural resources.

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CONSUMERISM

Intermediate Consumerism - 1 - Begins to compare prices and values when shopping

IC1.1 Given two identical products from different stores which vary in price, the student will select the less expensive and name the store from which it came, 4 out of 5 times.	Do a little research in local grocery stores. Then ask the students to price specific products by brand name and size in several different stores. Make a chart showing the varying prices of the same products in various stores.
IC1.2 In an actual or simulated situation, the student will pick out two items of comparable quality but different prices with no more than 1 error in 5 attempts. (e.g. Two different brands of coffee.)	Make a chart showing the variance of price for a similar product from brand to brand. (Be sure the sizes are the same) For example: different brands of catchup, coffee, sugar, bread, etc. A discussion of unit price might be appropriate.
IC1.3 Given 2 similar products of obviously different quality, the student will select one of better quality in 2 out of 3 cases.	Take small groups on field trips to a couple of different stores to get price information. Make up a shopping list based on newspaper ads or catalogs from 2 or more stores. Provide two teams with the ads or catalogs and see which team can buy all the items for the least amount of money.
IC1.4 Given 2 similar products of obviously different quality, the student will explain to the teacher's satisfaction what makes the one poorer quality (e.g. it would break easily, its not as big, its rotten, etc.)	In the class play store, vary prices and quality of merchandise.

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Intermediate Consumerism - 2 - Begins to estimate value of articles.

IC2.1 Given a reasonable price and an extreme price of 10 objects the student will select the reasonable price with no more than 1 error.	Play "The Price is Right" - Display 5 objects. Give the student two price tags for each item, one reasonable price and one extreme price. Instruct him to choose the correct price. Cut pictures from catalogs if real items are impractical.
IC2.2 Given two different objects, the student will state whether or not they are of approximately equal value and therefore a reasonable trade, with no more than 1 error in 5 attempts.	Play "Let's Make a Deal." Give four or five students items of approximately the same value without price tags on them (use pictures from catalogs). The teacher keeps a record of the prices. Three items are then offered for trade. Any or all of the students may choose the same item if they wish. The teacher reveals prices. The student making the best deal wins that round. In case of a tie there may be more than one winner. A winner may play only one round. Losers may play as many rounds as possible. At the end all winners are brought together for the last round. The one who makes the most money for the day wins.

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VOCATIONAL COMPETENCIES

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VOCATIONAL COMPETENCIES

GOAL

Upon compeltion of the EMR program the student will exhibit vocational competency as determined by adequate social, physical, basic, and occupational skills development, such that he is successful in living independently by maintaining a job.

Terminal Objective

The EMR learner will be aware of the centrality of work in his life, the rewards and dignity of work, and rights and responsibilities of the worker. He will also demonstrate work habits to meet those responsibilities.

Intermediate Vocational - 1 - Can state positive reasons for working	
IV1.1 The student will state at least three reasons for working to the teacher's satisfaction.	Discuss importance of working. Dramatize a situations in which no one worked. In daily activities reinforce work well done, express pride in such work. --- Finney: Learning About Careers: Careers and you.
Intermediate Vocational - 2 - Realizes that work roles for some people may be leisure time for others	
IV2.1 The student will name 3 hobbies or activities that people do in their spare time for enjoyment. (e.g. gardening, sports, sewing, painting, raising animals, hunting, fishing, etc.)	Following experience in leisure time activities (arts and crafts, music, sports, etc.) have students name the things they like to do in their spare time. Name local or national people who do these things for a living. Collect pictures of these people and of their jobs. --- Fearon: To Be A Good American - In Your Family
IV2.2 The student will name 3 hobbies or activities that people do in their spare time and explain to the satisfaction of the teacher how these same activities may be jobs for some people.	

Intermediate Vocational - 3 - Knows some of the responsibilities that are involved in assuming classroom and adult jobs

IV3.1 The student will explain the concept of responsibility to the satisfaction of the teacher. (e.g. someone is depending on a person to do something that is important)	"Helping Hands" - Each student is assigned (or volunteers for) a classroom job, change weekly. Reinforce appropriate behavior e.g. "pay" with tokens for jobs done well but not for haphazard, incomplete or late performance. Give students a work evaluation at the end of each week. Discuss what would happen if each of the jobs were not done. Sequence tasks for maximum job effeciency.
IV3.2 The student will state 3 responsibilities that he has either at home or at school and explain why he thinks they are important.	
IV3.3 The student will state 2 responsibilities of any adult he knows and explain why he thinks they are important.	
IV3.4 In a real or simulated situation in which a student or adult carries through with a given responsibility, the student will cite one positive outcome of the action and explain his answer to the satisfaction of the teacher.	
IV3.5 In a real or simulated situation in which a student or adult fails to carry through with a given responsibility, the student will cite one negative outcome of the action and explain his answer to the satisfaction of the teacher.	
IV3.6 The student will verbalize three responsibilities relating to assuming a job which are both classroom jobs and adult jobs. (e.g. be on time, doing your job without being reminded, getting someone to do your job when you're absent, etc.)	

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Intermediate Vocational - 4 - Develops good work habits

IV4.1 Given an assigned task, the student will complete the task to the teacher's satisfaction.	Use activities for other objectives to observe and reinforce good work habits.
IV4.2 Given an assigned task and a time in which to complete it, the student will complete the task to the satisfaction of the teacher within the given time.	
IV4.3 After completing an assigned task the student will clean up put away all tools or items that were needed for job completion.	
IV4.4 Given an assigned task involving peers, the student will work cooperatively with the group as a team to complete the task, to the teacher's satisfaction.	
IV4.5 Upon the completion of a group assigned task, the student will orally state the value of a cooperative effort when working with a group, to the teacher's satisfaction.	
IV4.6 Upon completion of classroom tasks, the student will give polite, constructive criticism regarding a given completed task to the satisfaction of the teacher.	

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IV4.7 The student will accept polite, constructive criticism without anger or hostility 80% of the time.

IV4.8 The student will contribute to the creation of performance standards for a group project and upon completion of the project provide constructive criticism for the improvement of the project, to the teacher's satisfaction.

IV4.9 The student will evaluate his own craft project and/or written assignments. His evaluation, as to quality, workmanship and improvement should coincide with that of the teacher 80% of the time.

IV4.10 Given a task to complete in the classroom which is commensurate with his ability, the student will complete the task without supervision 80% of the time.

IV4.11 Given a task to complete outside the classroom, either on or off school grounds, the student will complete the task with supervision to the supervisor's satisfaction.

IV4.12 The student will point out at least two strengths of each member of the class including himself.

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TERMINAL OBJECTIVE

The EMR learner, having explored many jobs, will use public and private sources to locate job information, will evaluate jobs in terms of qualifications and advantages, and will make realistic selection of jobs based on the availabilty of jobs in the community and on his own strengths and weaknesses.

Choosing a Job

Intermediate Vocational - 5 - Can identify and describe basic requirements for community jobs

IV5.1 The student will identify through pictures at least 10 community jobs.	Visit community services and businesses. Take pictures, if possible, of workers. Discuss what each is doing, what skills are needed. Have local employees visit class and tell about their jobs. Through visits and pictures have students find identical or similar jobs in different places (e.g. custodian in a school, in a store; cashier in a store, in a bank; etc.).
IV5.2 The student will state 2 requirements for 5 community jobs.	
IV5.3 The student will classify 10 jobs according to inside or outside and supervised or unsupervised with no more than 1 error.	Fearon: To Be A Good American: In Your Community FR: Jobs from A - Z AGS: PLDK Pictures (any level) pictures from magazines

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Intermediate Vocational - 6 - Knows some of the rights and responsibilities of jobs

IV6.1 When presented with 5 teacher selected questions pertaining to the child labor laws, the student will answer them with no more than 2 errors.	Discuss reasons for child labor laws pertaining to age, school, types of jobs, hours, etc. Have students ask parents what benefits, if any, they receive other than wages (matching contribution for retirement, sick leave, vacation, insurance, discounts, etc.). When visiting community employers or having employees visit class, ask about benefits.
IV6.2 The student will name at least 3 benefits which may be received in addition to salary as part of compensation for work.	Finney: Help Yourself to a Job, Part I pages 25-26

Intermediate Vocational - 7 - Begins to make realistic appraisals of his own ability

IV7.1 Presented with 3 tasks, one below the student's level, another at his own level and the last above his level, the student will select the task best suited to his abilities.	Following activities for other objectives, ask students if it was easy or hard. Give tasks which are challenging (but within the student's ability to complete) pointing out that this may be hard but you have confidence in his ability to do it. When a student has doubt about his ability to complete a task, do not tell him it's easy. Give choices of activities helping students to evaluate the difficulty of each.
IV7.2 Given a list of duties in a class, the student will select and perform tasks that are commensurate with his abilities to the satisfaction of the teacher.	

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TERMINAL OBJECTIVE

The EMR learner shall have the necessary skills to apply for, obtain, retain and make advancement in jobs commensurate with his abilities.

Getting a Job

Intermediate Vocational - 8 - Knows personal vital statistics which relate to job applications	
IV8.1 The student will verbally give the following personal information with 100% accuracy: name, sex, address, phone number, age, birthdate, place of birth, name of school, parents name and address if different, place where parents work, and brothers' and sisters' names.	Help students make a list of personal vital statistics for reference. Give "application" forms starting with just name then adding one at a time address, sex, phone number, etc. as each is learned. Obtain simple actual application forms. Have students "apply" for classroom jobs. Allow referral to vital statistics list, but reward when applications can be completed without reference to the list. Discuss reasons for including this information on applications.
IV8.2 Given simple application forms for licenses, library cards and school forms, the student will complete the forms with 80% accuracy.	
IV8.3 The student will fill in the date on school papers using either the month written out or the numbers as requested by the teacher with 90% accuracy.	
IV8.4 The student will correctly use abbreviations such as Mr., Mrs., Miss, Ms., to the teacher's satisfaction.	

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Intermediate Vocational - 9 - Can identify the name and use appropriately the basic tools used in school, at home, and in common community jobs

IV9.1 Given 10 pictures of tools or actual tools used at school, the student will identify those tools with 100% accuracy.

IV9.2 The student will demonstrate the ability to use school tools appropriately as observed by the teacher. e.g. pencil, paint brush, eraser, stapler, paper clips, etc.

IV9.3 Given 10 pictures of or actual examples of home tools, the student will identify the tools with 100% accuracy.

IV9.4 The student will demonstrate his ability to use appropriately at least 5 home tools. e.g. iron, broom, mop, vacuum cleaner, dust mop, hammer, nails, rake.

IV9.5 Given at least 10 pictures of or actual tools for common jobs in the community, the student will identify the tools with 90% accuracy. e.g. bulldozer, jack (service station type), saw, cash register, shovel, level, stethescop, trowel, ladder, screw driver, pliers.

Before beginning activities for other objectives, have students name the tools they will need, gather the tools, describe proper use and storage. When visiting local employers note tools used. Begin simple projects using wood or styrofoam. Make bulletin board display of tools and where used.

FR: Shop Made Easy, Working with Wood
AGS: PLDK tool pictures

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IV9.6 The student will demonstrate his ability to use tools commonly found in community jobs to the satisfaction of the teacher. e.g. hammer and nail, pliers, shovel, screwdriver, cash register.	

Intermediate Vocational - 10 - Can complete a task by sequencing the directions for maximum efficiency

IV10.1 Given lists of at least 4 directions, the student will sequence them to attain maximum efficiency with no more than 1 error in 5 attempts.	Give tasks which must be performed in a certain sequence. Ask students why the sequence has to be that way (e.g. you can't sweep up the dirt'till you've swept it together, can't sweep 'till you get the broom, etc.). Give a task which can be performed in different sequence but for which one sequence is more efficient. Have two students of about the same ability begin the task at the same time using different sequences.
IV10.2 Presented with a task to perform, the student will sequence the directions to attain maximum efficiency to the satisfaction of the teacher.	

Intermediate Vocational - 11 - Makes time judgements associated with a task

IV11.1 The student will judge the time that is required for completion of 5 specific tasks with no more than 1 error as judged by the teacher.	Keep a time sheet of tasks performed regularly.

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SOCIAL COMPETENCIES

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SOCIAL COMPETENCIES

GOAL

Social Competencies - Upon Completion the EMR program the student will demonstrate social competency by exhibiting skills in self care, discipline, and understanding, and by being proficient in interacting with people by relating and communicating to others respecting rights of others, and exhibiting responsibile behavior to other people on the job in the community.

The EMR student will demonstrate proficiency in physical and psychological self-care by exhibiting good health and safety behaviors, self-discipline, and an ability to set appropriate and realistic goals for himself

Self and Personal Development

Intermediate Social - 1 - Practices good habits of health and grooming

IS1.1 When presented with pictures or actual clothing with deficient qualities such as missing buttons, torn or soiled, wrinkled etc., the student will state that deficiency and the needed correction for that item with 100% accuracy.	Provide opportunities for practicing good health and grooming. Provide a grooming area in or near the room with as many facilities as possible. Role play good and poor grooming. Use positive reinforcement for good habits. Students make bulletin board display, posters, or booklets of good health and grooming habits using magazine pictures or cartoons. Demonstrate and discuss care of hair, skin, nails, teeth.
IS1.2 Given a box of clothing, the student will select appropriate size clothing for himself.	
IS1.3 The student will maintain good grooming habits in so far as home and school facilities allow; such as caring for teeth, hair, clothes and body, as observed by the teacher.	

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IS1.4 The student will practice good health habits, (e.g. washing hands, using handkerchief properly, eating properly, not sneezing and coughing in someone's face) as observed by the teacher.	
Intermediate Social - 2 - Begins to establish good health routine in rest and exercise	
IS2.1 The student will state why rest and exercise are essential to the teacher's satisfaction.	Provide vigorous exercise to induce deep breathing, then discuss need for rest. Discuss "you need your rest to do your best". Observe animals exercising and resting.
IS2.2 Given pictures and/or description of a child needing rest or exercise, the student will identify the need to the teacher's satisfaction.	Fearon: To Be a Good American; In Your Family Follett: Accent/Personality, You and Your Needs, Lesson 1
IS2.3 The student will describe to the teacher's satisfaction, how he feels when he has had insufficient rest or exercise.	

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Intermediate Social - 3 - Develops good eating routine

IS3.1 The student will name the three basic meals of the day without error and describe to the teacher's satisfaction why all are important.	Make a display of empty food containers according to basic food groups. Look at nutritional information on labels. Make charts of balanced meals using pictures. Dramatize ordering meals at restaurants. Prepare simple meals at school. Keep record for about a week of foods eaten daily. Encyclopedia Britannica film: "Eat for Health." Write to dairy, rice, wheat and other such associations and preparation companies (Campbell's, Borden's, General Mills, etc.) for free and inexpensive materials.
IS3.2 Given 15-20 food items, the student will categorize them as to meat group, vegetable and fruit group, bread and cereal group, dairy foods with 90% accuracy.	
IS3.3 The student will name three nutritional elements in foods (proteins, fats, carbohydrates, minerals, vitamins).	
IS3.4 In a simulated situation the student will make appropriate selections from a simple menu for breakfast, lunch, dinner, and a snack to the teacher's satisfaction.	

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Intermediate Social - 4 - Knows how different foods are stored

IS4.1 The student will state or give examples of common methods of food storage to the teacher's satisfaction (e.g. refrigeration, canning, boxes with air-tight paper, etc.)	Check labels on food containers for storage directions. Observe where foods are kept in store. Make cabinets, refrigerator, freezer out of cardboard boxes and "store" empty containers for play store in appropriate places.
IS4.2 Given pictures of 10 common foods, the student will state whether or not thet need refrigeration with no more than 1 error.	
IS4.3 Given the name of 10 common foods, the student will state whether or not they need refrigeration with no more than 1 error.	

Intermediate Social - 5 - Conforms to social mores and understands the consequences of various behavior patterns

IS5.1 When presented with positive and negative behavior patterns in role playing situation (Example: friendly, cooperative, loyal, bully, tattletale, liar, etc.),the student will state at least 1 consequence that may result from that behavior to the satisfaction of the teacher.	Observe and reinforce appropriate behavior during structured classroom activities and "free time".
IS5.2 In any actual situation as observed by the teacher, the student will exhibit necessary controls of emotion and behavior to the satisfaction of the teacher.	

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Intermediate Social - 6 - Practices assuming responsibilities and accepts changes in routine

IS6.1 The student will demonstrate his ability to assume personal responsibilities by completing assignments or tasks in the classroom to the satisfaction of the teacher.	Reinforce assumption of classroom chores, e.g. by "paying" with paints for free time, praising job well done, describing how important this is, etc. Use daily activities, unusual as well as routine, to reinforce appropriate behavior.
IS6.2 Given classroom chores, the student will assume responsibility in beginning and completing the chores to the satisfaction of the teacher.	
IS6.3 The student will change from one activity to another when so instructed by the teacher with limited noise and confusion as determined by the teacher.	
IS6.4 The student will adjust to changes in regular classroom procedures or routines with limited confusion as determined by the teacher.	

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Intermediate Social - 7 - Takes care of personal belongings and respects property of others

IS7.1 The student will demonstrate adequate care, storage, and use of his personal property to the teacher's satisfaction.	Use daily activities to reinforce proper use and care of materials and property.
IS7.2 The student will exhibit proper care and handling of all school property whether indoors or outdoors to the teacher's satisfaction.	Imperial filmstrip: What Do you Think About Finders Keepers?
IS7.3 The student will at all times use the personal property of others only when given permission to do so by the owner	

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Intermediate Social - 8 - Develops a sense of self worth

IS8.1 The student will state three good qualities about himself to the teacher's satisfaction.	Discuss similarities and differences among students-physical, personality, background, etc. Point out positive aspects of students (pretty eyes, friendly, hard worker, etc.)
IS8.2 The student will demonstrate a feeling of self worth by willingly participating in class activities to the teacher's satisfaction.	AGS: DUSO Walt Disney filmstrip: Chester, Yesterday's Horse Imperial: They Need Me series (filmstrip)

Intermediate Social - 9 - Recognizes emotions and moods

IS9.1 Given an opportunity, the student will effectively express personal problems to the teacher and/or counselor, when asked. (e.g., illness of Mother or Father, death of pet, etc.)	Share your own feelings with students. Discuss problems and feelings of students in stories, pictures, films. Play a game of making faces: students make faces in front of mirror to show how they look when happy, angry, sad etc.
IS9.2 The student will use words such as angry (or mad), happy, sad, excited, worried to describe his feelings.	AGS: DUSO DLM: The Many Faces of Children Charles Merrill: Social Learning Curriculum Phase 5 Walt Disney filmstrip: So Dear to My Heart Imperial filmstrip: Have you Felt Hurt? Cook: Teaching Picture Sets-Moods and Emotions.

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SOCIAL COMPETENCIES
INTERMEDIATE LEVEL
SELF IN THE FAMILY

TERMINAL OBJECTIVE

The EMR student will demonstrate an understanding of the responsibilities of family members, an ability to cooperate and compromise with others in the family, and knowledge of household management skills

Self in the Family

Intermediate Social - 10 - Knows the responsibility of individual members to the family

IS10.1 The student will state the person or persons responsible for managing various financial and domestic affairs in his family.	Students find or draw picture illustrating tasks done by family members
IS10.2 The student will give 2 tasks done by each member of his family with 100% accuracy.	Fearon, To Be A Good American: In Your Family AGS: PLDK pictures

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Intermediate Social - 11 - Knows the function of a family in society

IS11.1 The student will state to the satisfaction of the teacher that the family is the institution which primarily provides the child with food, shelter, clothing love and his basic upbringing.	Find or draw pictures illustrating families around the world. Photograph student's families. Discuss raising of children in different cultures, and animal world. Discuss and illustrate how a family changes
IS11.2 Where there are people other than his natural parents caring for the child, the student will describe his his type family situation to the satisfaction of the teacher.	Fearon, To Be A Good American: In Your Family SRA: Our Working World - Families at Work Walt Disney flimstrip: Smoke. Imperial: How Do You Feel About Your Family Field Educational Publications: Schools, Families, Neighborhoods Cook: Teaching Picture Sets - Living Together in America

IS11.3 The student will describe a family situation, other than this own, to the teacher's satisfaction.	
Intermediate Social - 12 - Cooperates in family activities.	
IS12.1 The student will pick at least one job that can do at home and will report to the teacher that he has fulfilled his obligation to do this job with 100% accuracy.	Role Playing. Illustrations of family working and playing together. Ask "what would you do if ---?" giving typical family needs.
IS12.2 Given a family situation in which cooperation is needed to accomplish a goal, e.g. getting ready to go out, the student will state the consequences of cooperation and lack of cooperation to the teacher's satisfaction.	Fearon, To Be A Good American: In Your Family Imperial: They Need Me filmstrips series.
IS12.3 The student will name 3 activities in which families can have fun together to the satisfaction of the teacher.	

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Intermediate Social - 13 - Has respect for property rights and wishes of other family members

IS13.1 Given examples of classroom and home articles or property that might be "mine", "yours" or "ours", the student will catagorize the articles of property according to ownership, to the teacher's satisfaction.	Provide materials in the classroom that are "ours" that can be used without permission (e.g. paper), that are the student's (e.g. crayons), that are the teacher's (e.g. stapler).
IS13.2 The student will ask permission before borrowing and replace lost or broken items to the teacher's satisfaction.	Imperial filmstrip: What Do You Think About Finders Keepers

Intermediate Social - 14 - Recognizes basic types of homes and identifies his own type

IS14.1 Shown pictures of different types of homes, such as mobile homes, frame houses, apartments, etc.,the student will match the type of home with its picture with 100% accuracy.	Take photographs or slides of students' homes. Point out common elements. Make class booklet showing photos and/or drawings of each student's home. Help students write stories telling what they like about their home.
IS14.2 Given pictures of the basic types of homes, the student will identify his own type by selecting the correct picture with 100% accuracy.	

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TERMINAL OBJECTIVE

The EMR student will demonstrate respect for the rights and property of others and the responsibilities of good citizenship. He will have sufficient knowledge of community and its services such that he can live independently in society.

School and Community

Intermediate Social - 15 - Knows classmates and necessary rules of conduct.

IS15.1 The student will state the first and last names of each of his classmates with 90% accuracy.	Play Round Robin having each student say his full name and the names of the other students. Have students make up class rules and compare with school rules. Discuss reason for rules.
IS15.2 When asked a rule pertaining to the classroom, restroom, halls, playground, gymnasuim, lunchroom or auditorium, the student will state the rule to the teachers satisfaction.	QED: Rules we Live By - Poppy Learn's The Rules
IS15.3 Given a school rule, the student will state one reason for that rule to the teacher's satisfaction.	

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Intermediate Social - 16 - Practices cooperation with others

IS16.1 Given a situation calling for cooperation with people in school or the community, the student will explain or dramatize cooperative behavior appropriate to the situation to the teacher's satisfaction.	Dramatizations. Use daily occurances to reinforce appropriate behavior --- Cook: Teaching Pictures - Learning About Human Relationships; Social Development
IS16.2 The student will cooperate with people in school and the community as observed by the teacher and to the teacher's satisfaction.	

Intermediate Social - 17 - Practices respect for public and private property (See IS7)

IS17.1 The student will state at least one way to show respect for public and private property such as school, parks, banks, post office, lawns, etc. to the teacher's satisfaction.	Discuss need for respect of property, both public and private. Correlate with environmental awareness and IS25 - IS28.
IS17.2 The student will state at least one consequence of neglect or misuse of public and private property to the teacher's satisfaction.	

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Intermediate Social - 18 - Practices punctuality

IS18.1 The student will be punctual throughout the school day including coming to school, returning from lunch, completing assignments, etc. to the teacher's satisfaction.	Use daily activities to observe and reinforce appropriate behavior.

Intermediate Social - 19 - Develops readiness for new situations (See IS6)

IS19.1 Placed in a new situation for which he has been previously prepared the student will adjust to the situation to the teacher's satisfaction. (e.g. field trip, interns, substitute teachers, etc.) (See IS6)	Inform students of expected behavior. Reinforce appropriate behavior

Intermediate Social - 20 - Can be a follower as well as a leader

IS20.1 The student will cooperatively participate in an activity in which he is the leader to the satisfaction of the teacher.	Play games requiring following: Simon Says, Follow the Leader, etc. Praise good following behavior as well as leading behavior.
IS20.2 The student will cooperatively participate in an activity in which another student is the leader, to the teahcer's satisfaction.	QED: Follow the Leader

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Intermediate Social - 21 - Makes friends with others in the school

IS21.1 The student will socialize with peers outside his own class at lunch, physical education activities, before and after school as determined by the teacher's observation.	Team up children for activities and games. Discuss what makes others like us. Role play situations in which a child is not wanted by others.
IS21.2 Asked to name his friends, the student will name at least one peer	Cook: Teaching Pictures-Learning about Human Relationships; Learning About Values Imperial filmstrips: Have you Felt Hurt? What do you think about tattling? What do you think about lying?

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Intermediate Social - 22 - Resolves personal conflicts

IS22.1 Given a situation involving a conflict between two students, the student will state one nonagressive way to resolve the situation to the teacher's satisfaction.	Discuss stories, films, pictures showing conflicts. Role play conflict situations.
IS22.2 Given a nonagressive solution to an actual conflict in which he is involved, the student will accept the solution without further aggression 90% of the time.	Walt Disney filmstrip: Rascal Imperial: Two Side to Every Story filmstrip series
IS22.3 The student will apologize at appropriate times 75% of the time.	

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Intermediate Social - 23 - Practices appropriate use of courteous expressions, table manners, and proper conduct in public places

IS23.1 The student will act appropriately during the pledge of the flag and national anthym 100% of the time.	Use daily activities to observe and reinforce appropriate behavior. Say the "Pledge" each day having students take turns holding a small flag. Discuss appropriate behavior. Discuss reasons for certain behaviors.
IS23.2 The student will observe rules of courtesy during school programs, when a visitor enters the classroom, and on field trips to the teacher's satisfaction.	Charles Merrill: Social Learning Curriculum Phase 8 Cook: Teaching Picture Sets-Learning About Human Relationships.
IS23.3 The student will observe common courtesies and table manners at lunch at school to the teacher's satisfaction.	

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Intermediate Social - 24 - Knows that school experiences prepare people for every day living

IS24.1 The student will state to the teacher's satisfaction at least three experiences which will benefit him outside of school.	Discuss the day's events before going home. Discuss similarities between school and community.
	Imperial filmstrip: How Do You Feel About School

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Intermediate Social - 25 - Relates the function of community helpers to his needs

IS25.1 The student will state the major function of at least five community helpers or family service personnel to the satisfaction of the teacher.	Field trips, dramatizations (puppets), discussions, displays, visits by community helpers.
IS25.2 Given the title of 3 community helpers, the student will state a situation in which he would use the service of the community helpers to the teacher's satisfaction.	Fearon, To Be A Good American: In Your Community Cook: Teaching Picture Sets-Home and community helpers; My Community Field Education Publications: Schools, Families, Neighborhoods Jenn: Community Helpers masters (B202-240)

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Intermediate Social - 26 - Can locate his community on a state map

IS26.1 When presented with a road map or atlas showing the state of Florida, the student will point out his own town or the nearest town, unassisted, with 100% accuracy.	Get several different maps which show the town, if possible. Point out students town and other towns which may be familiar.

Intermediate Social - 27 - Has some concept of North, South, East, and West

IS27.1 The student will state that there are 4 directions North, South, East, West, when asked by the teacher 100% of the time.	Look at maps, have students match N, E, S, W with words North, East, South, West. Go outside first thing in morning and last thing in afternoon, looking at sun. Have 4 students stand facing the four directions. Call out a direction and have rest of students run behind person representing that direction. Mark a paper N, E, S, W, and with a dot somewhere in the center. Have students draw lines from dot to direction (e.g.draw a red line from the dot going north, a blue line going south, etc.)
IS27.2 When looking at a map the student will indicate North, South, West and East with 100% accuracy.	
IS27.3 The student will state that the sun rises in the east and sets in the west when asked by the teacher with 100% accuracy.	FR: Read and Do with Professor Riddle
IS27.4 Using the sun as a focal point, the student will indicate the 4 directions by pointing, to the teacher's satisfaction.	

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Intermediate Social - 28 - Knows location of library, parks, bank, principal stores, post office, hospital and school in relationship to town

IS28.1 After field trips to such places as the library, fire station, post office, bank, etc., the student will describe the location of these places to the satisfaction of the location of these places to the satisfaction of the teacher.	Take a short walk to one or two places pointing out which way you're turning. Upon return begin making a three dimensional lay-out of the town. Place a large piece of kraft paper on a table. Have students make school and buildings just visited out of cardboard boxes (toothpaste boxes, match boxes, empty pudding boxes, etc.) Make trees out of a small twig, piece of fern, etc. stuck in clay. Other landmarks can also be made from scraps (mail box from cardboard, RR from toothpicks, flagpole from pencil, etc.) When landmarks from first walk are made, place school in appropriate place (depending upon relative location of school compared to the other places that will eventually be visited.) From school draw lines to represent streets taken on walk, adding other places or landmarks students have made and adding street names. Mark with directions (N,E,S,W) As students are able to find given places and tell direction of school from the one or two places (and vise versa), go on other trips. Each time go a little farther adding streets and landmarks upon return. When complete with major places in town and students can point to and name relative directions of places, transfer to a slightly smaller two dimensional layout or map, still using pictures. When students can identify places and directions on the map, make a slightly smaller one using symbols or dots instead of pictures. Make a ditto of this map for individual work such as marking locations of certain places, making a booklet describing locations of and illustrating various locations, etc.
IS28.2 The student will indicate by pointing whether the town is North, South, East or West of the school with 100% accuracy.	
IS28.3 While taking a walk or field trip to various points of interest in the neighborhood, such as the post office, police station, fire station, etc., the student will point to the general direction of the school with 100% accuracy.	
IS28.4 When presented with a teacher made map of the school neighborhood and major stores, post office, hospital, library, etc., in the city, town, or village, the student will mark or identify the general location of specified places with 75% accuracy.	

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Intermediate Social - 29 - Can use local transportation systems

IS29.1 The student will name the types of public transportation available in his community.	If possible, take real trips using public transporation. If not, take imaginary ones-corelate with time telling, money, and direction objectives by figuring time and place of departure and arrival, one way and round trip costs, etc.
IS29.2 The student will state the location of transportation stations in the community (Example: Bus Station, Train Station, Taxi Stand).	
IS29.3 In a role playing situation the student will demonstrate the procedures in buying a ticket including: sufficient money, stating destination, schedule of travel.	
IS29.4 The student will show proper conduct on public transportation through role playing to the teacher's satisfaction.	

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Intermediate Social - 30 - Knows important holidays and their dates

IS30.1 The student will name 5 major holidays (e.g. Valetines Day, Easter, 4th of July, Holloween, Thanksgiving, and Christmas).

IS30.2 The student will describe, either through words or pictures, the events of or reason for celebrating each of 5 holidays to the satisfaction of the teacher.

IS30.3 The student will match 5 holidays with the season of the year in which it occurs. (e.g. Valentines Day - Winter, Easter - Spring, 4th of July - Summer, Holloween - Fall, Thanksgiving - Fall, Christmas - Winter)

IS30.4 The student will write or state the date of 5 holidays. (Note: If the holiday falls on a different date each year, the month will be sufficient.)

Include discussions of holidays in calendar work (IA(T)7) and in discussions of historical figures and events (IS31). Make class booklet of holidays including symbols, written descriptions of holidays, dates and illustrations. Review periodically .

Jenn: Our American Heritage masters C384-386;
Holidays and Special Days masters B404-434
Cook: Teaching Picture Sets-Holidays
Continental Press: Holidays and Play Days

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Intermediate Social - 31 - Knows about historical figures of great importance

IS31.1 The student will state the major contribution of at least ten historical figures to the teacher's satisfaction.	Read stories from library of famous men and women, living and dead. Check music books and poetry anthologies (K-3 level) for songs and poems about famous people. Dramatize events or portions of lives of famous people. Draw pictures of these. Make puppets of famous people Make dioramas of scenes of important events or points in life of important people. Include a variety of people: government, sports, inventors, etc., men, women, people of different races or ethnic background, etc. (e.g. Goerge Washington, Abe Lincoln, Robert Lee, George Carver Betsy Ross, Babe Ruth, Wright Brothers, Martin Luther King, Hiawatha, John Kennedy, Paul Revere, Walt Disney, etc.). Make scrapbooks of pictures from magazines and newspapers of current history makers(Kissinger, Nixon, Hank Aaron, Billy Graham, Askew, etc.)
IS31.2 The student will state to the teacher's satisfaction the importance of at least 5 historical events.	
IS31.3 The student will name five living people who are making history and state the contribution of each, to the teacher's satisfaction.	

Jenn: Our American Heritage Masters C 380, 382 - 385 387 - 389, 391, 396; Holidays and Special Days Masters B 423 - 424
Cook: Teaching Picture Sets: Black America, Yesterday and Today.
Xerox: Know Your World

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Intermediate Social - 32 - Knows outstanding governmental facts

IS32.1 Given several flags, the student will select the flags of the United States and of Florida.	Color flags; make flags from paper or cloth. Display both flags in classroom. Compare with other flags. Design a class flag. Display pictures of the President, Govenor, and Mayor. Read stories about the President and Govenor. Visit the Mayor. Write letters to them asking for a picture.
IS32.2 The student will state what the stars and stripes on the United States flag represent	Jenn: Our American Heritage masters - C396 - 399 The United States of American masters - B385
IS32.3 The student will name the current president of the United States, governor of Florida and mayor of his own town with 100% accuracy.	

Intermediate Social - 33 - Is aware of the methods with which current events are reported

IS33.1 Given the term "Current Events", the student will state that it is news occuring daily around the world and within the community to the satisfaction of the teacher.	Listen to five minute news summaries on radio or T.V. each day. Spend a few minutes each day looking over the newspaper. Have students write their class newspaper including local, state, or national news of interest to them as well as their class and school news. Visit a newspaper, radio, and T.V. station. Have students put on their own "radio" or T.V. news programs including news, weather, and sports (tape on audio or video tape). This could be developed into a unit including language skills, consumerism, vocational skills, time and measurement skills, social skills, etc.
IS33.2 The student will state the current events are reported and found in newspapers magazines and on radios and televisions with 100% accuracy.	Xerox: Know your world
IS33.3 The student will report on a current event stating the media in which it was found to the satisfaction of the teacher.	

PHYSICAL SKILLS

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PHYSICAL SKILLS

Goal

Upon completion of the EMR program the student will demonstrate a level of physical fitness that will allow for maximum physical involvement on the job, in the community, and at home.

Terminal Objective

The EMR student will demonstrate a knowledge of his body's function and will maintain adequate fitness in order to meet his personal, social, and vocational requirements.

Body Use and Function

Intermediate Physical - 1 - Names major external parts and internal organs and describes their functions.

IP1.1 The student will state at least one function of head, arms, hands, fingers, legs, feet, and toes to the teacher's satisfaction.	Discuss body parts and functions. Have students demonstrate use of body parts. Play guessing games: I'm helpful in holding a pencil, I bend so you swing your leg, you hear through me, I send the blood through your body, itc. Play Simon Says telling what to do rather than showing (e.g. Simon Says bend your knee, Simon Says take a deep breath, etc). Give students objects and have them use as many senses as possible to describe it.
IP1.2 The student will name at least three joints and state the function of joints to the teacher's satisfaction.	
IP1.3 The student will name the five senses of hearing, seeing, smelling, tasting, and touching and name the body part through which each is received, without error.	Ideal: Anatomical Models and Kits- Skin, nose, ear, tongue, eye, heart, skull, Skeletin, body, lungs, vital organs.
IP1.4 The student will name at least 3 internal organs and state the function of each to the teacher's satisfaction.	Charles Merrill: Social Learning Curriculum, Phase 10 Hubbard: Me Now Mafex: The Aware Series

Intermediate Physical - 2 - Improves gross motor coordination, balance, timing, rhythm endurance, judgement of distance, strength, flexibility, and agility

IP2.1 The student will maintain static balance on his toes for five seconds.	Simon Says, Follow the Leader, Relay Races (carrying egg on spoon, cup and saucer, etc.), King and Queen race (boy and girl chase each other with erasers on head; when one drops eraser or one catches the other, they switch places). Dramatics: be a tree and stretch branches (arms) to sky, be a leaf falling off tree onto ground, be a kangaroo, etc. Play jump rope games. Have "exercise" time before games and sports. Balance beam activities, or line on floor (masking tape or chalk).
IP2.3 The student will balance an object while walking in a forward direction, e.g. balancing a ball on a spoon, carrying a cup and saucer, etc.	
IP2.4 The student will move in rhythm to a waltz and a march to the teacher's satisfaction.	
IP2.5 The student will jump back and forth over a rope lying flat on the floor, while keeping time to a tapped or clapped rhythm,at least 5 times on each side of the rope.	
IP2.6 The student will jump rope while holding and turning the rope himself at least 10 times.	
IP2.7 The student will jump rope held and turned by 2 others at least 5 times.	

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IP2.8 The student will throw an object to hit three goals which are different distances from the student.	
IP2.9 The student will estimate the number of paces he must take to reach three different points (all within 15 feet of the student) with 80% accuracy.	
IP2.10 The student will do five knee bends with a partner. (Facing each other and holding hands, students alternate doing knee bends thereby helping each other to return to standing position).	
IP2.11 The student will do five sit-ups with knees bent and with a partner holding down ankles if necessary.	
IP2.12 The student will do one forward somersault (Note: Be sure child's head is tucked under to avoid injury to neck muscles).	
Intermediate Physical - 3 - Uses good posture when sitting, standing, walking.	
IP3.1 When shown good and bad examples of posture while setting, standing, and walking, the student will point out the good posture without error.	Take photographs or make silhoutte of students sitting, standing. Compare with pictures of good and poor posture. See teachers' physical education manuals for exercises to improve posture. Reinforce students for using good posture
IP3.2 Shown examples of proper posture while sitting, standing, and walking the student will imitate each example to the satisfaction of the teacher.	

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IP3.3 The student will state one reason for maintaining good posture, to the teacher's satisfaction.	
IP3.4 The student will use good posture when sitting, standing, and walking as observed by and to the satisfaction of the teacher.	
Intermediate Physical - 4 - Uses knowledge of right and left to relate himself to persons and objects in his environment	
IP4.1 The student will indicate his right and left body parts as directed by the teacher with 100% accuracy.	Play Hokey Pokey and Looby Lou. Blindfold one student and have another student direct him around obstacles (Better stand close to blindfolded student just in case!) When taking walks around school or community tell students when to turn R., L., or go straight. March with orders: Right Face, Left Face, About Face. Divide the class into two teams, give directions such as: take two steps to the left, two forward, one backward three to the right, etc. The team that has the most players end up in the right place, wins.
IP4.2 The student will indicate another person's or object's right and left with 90% accuracy.	
IP4.3 Told to turn to the right or left, the student will do so with 90% accuracy.	
IP4.4 The student will direct the movement of another person (e.g. moving around obstacles, locating an object) by telling the person to go right, left, or straight ahead with 90% accuracy.	

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Intermediate Physical - 5 - Refines fine motor skills to improve upon accuracy and dexterity in delicate tasks

IP5.1 The student will trace a pencil design with pencil or pen without going off the line more than 1/8".	Use activities for other objectives to observe and help students with these objectives.
IP5.2 Given various size and shape objects drawn on paper, the student will cut out the objects within 1/8" of the lines.	
IP5.3 The student will paste a cut out shape or picture on an identical drawing within 1/8".	
IP5.4 The student will weave using paper strips no more than 1" wide, fabric loops, reeds, or plam fronds, etc., to the teacher's satisfaction.	
IP5.5 The student will lace and tie a shoe without help 90% of the time.	
IP5.6 The student will tie a bow and double knot with 100% accuracy.	

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Intermediate Physical - 6 - Demonstrates manipulative skills necessary for adequate use of common tools

IP6.1 The student will thread a large eyed neddle or an eyelet (such as on a fishing pole) to the teacher's satisfaction.	Begin simple sewing, styrofoam, woodwork projects. Before each project have students practice using the tools they will need for that project.
IP6.2 Given a screw and pre-drilled hole the proper size, the student will use a screwdriver to turn the screw into the hole to the teacher's satisfaction.	FR: Do It Yourself; Working with Wood; Shop Made Easy
IP6.3 Given a "pounding bench" or a board in which a large nail has been partially hammered, the student will use a hammer to hammer the peg or nail all the way in.	
IP6.4 The student will use a hammer to remove a partially inserted nail from a board.	
IP6.5 The student will use pliers to remove a bolt and to close brackets to the teacher's satisfaction.	
IP6.6 The student will use a straight edge (e.g. a ruler) to draw a line connecting two points, without error 90% of the time.	
IP6.7 The student will use a small hand saw to saw a straight line through soft wood or styrofoam to the teacher's satisfaction.	

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Intermediate Physical - 7 - Uses both hands in a task

IP7.1 Given a task requiring two hands for better efficiency the student will use both hands to complete the task (e.g. sorting, rolling yarn) 90% of the time	Use activities for other objectives to observe and help, if necessary.

Intermediate Physical - 8 - Uses hands with vision restricted or blocked

IP8.1 Given large and small objects, the student will sort the objects with vision restricted by a blindfold or screen with 90% accuracy. e.g. sorting coins, nails, different size blocks.	Give students a focal point to watch while carrying a glass of water. Give repeated trials of sorting without looking and have student keep a record of the number of items correctly sorted each time.
IP8.2 Given a task requiring limited vision for better efficiency, the student will complete the task without looking 90% of the time. e.g. carrying a container of liquid or several plates without watching the objects being carried.	

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PHYSICAL SKILLS
INTERMEDIATE LEVEL
LEISURE TIME

The EMR student will demonstrate proficiency in the recreation skills of arts and crafts, games, drama, and organized sports such that he may make profitable use of leisure time.

Leisure Time

Intermediate Physical - 9 - Improves self confidence and sportsmanships by participating in low organizational games

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IP9.1 The student will participate with his classmates in low organizational games during free time to the teacher's satisfaction. e.g. jacks, hop scotch, jump rope, tag, etc.)	Observe and reinforce appropriate behavior during daily routine including play period and games for other activities.
IP9.2 The student will take the initiative in beginning a low organizational game at least once.	
IP9.3 The student will observe rules of good sportsmanship during low organizational games as observed by and to the satisfaction of the teacher.	

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Intermediate Physical - 10 - Responds to music in singing, dancing, and musical games

IP10.1 During organized activities of singing, dancing, and musical games, the student will participate without coaxing 90% of the time.	Correlate with other activities. Also learn children's songs, popular songs, folk dancing, popular dancing. Use rhythm instruments. Make up songs. Make rhythm instruments (see below)
IP10.2 The student will keep rhythm in singing, dancing and musical games to the teacher's satisfaction.	Paper mache' light bulbs for shakers; coffee cans filled with bottle caps, pebbles, etc. for shakers; coffee cans with both ends removed and plastic covers put on for drums; aluminun pie tins and bottle caps for tamborines; walnut shells for castenents; home made sand blocks, etc.

Intermediate Physical - 11 - Is aware of many different kinds of music

IP11.1 The student will name at least five musical selections including at least 3 different categories soul, rock, contry, classical, etc.	Include folk songs, spirituals, marches, action songs, etc. Dramatize songs. Move to music with scarves, crepe paper, palm fronds, flags, etc. (film or video-tape if possible). Use actual examples of instruments when possible. Include different types of instruments (e.g. drum, xylophone, trumpet, guitar, bango, piano, flute, violon, cymbals, organ, etc.). Select music with easily discernable instruments.
IP11.2 The student will identify pictures or actual examples of 10 musical instruments.	
IP11.3 The student will identify 5 musical instruments heard on a recording.	Records: Peter and the Wolf; The Nutcracker Suit, Duel of the Bango and Guitar.

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Intermediate Physical - 12 - Utilizes many types of arts and craft skills

IP12.1 Given materials for drawing and painting, the student will utilize them to the teacher's satisfaction.

IP12.2 Given materials for weaving and braiding, the student will utilize them to the teacher's satisfaction.

IP12.3 Given materials for modeling, the student will utilize them to the teacher's satisfaction.

IP12.4 Given materials for simple carving and leather work, the student will utilize them to the teacher's satisfaction.

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Discuss use of various art materials. Combine with other objectives (e.g. student's model family members with clay; draw family members at work; make paper mache' animals, etc.) but also provide some time for creative manipulation of art materials.

1. Fun film.
2. Cut colored tissue paper into squares - hold pieces to bottle and paint on with brush and repeat paste or diluted elmers glue. Overlap pieces.
3. Bead or seed art - Glue beads or seeds to plaque use different color and size seeds or beans. Can make geometrical designs on actual pictures
4. Make jewelry by using wire and beads
5. Cloth flowers - need pipe cleaners, glue, florist tape (green), and scraps of material. Fold wires in shape of petals put glue around edge of wire and place on material - let dry - cut very close to wire. Make leaves same way. Wire petals together, cover, stem with green florist tape, add leaves 1/2 way up stem as you put florist tape on. Can be placed on bottle or clay pot filled with rocks.
6. String Art. Dip string in paint - place in a design in between a paper folded in half. Press top to get design on both sides - Use more than 1 color and 1 string for best results.
7. Fold paper in half-place 3 or 4 spoonfuls of different color tempra paints in fold - close papers and from outside press paint away from fold - open for design let dry.
8. Crocheting (pot holders, slippers, belts)
9. Knitting (pot holders, slippers, belts)

Intermediate Physical - 13 - Is aware of recreational activities available in the community

IP13.1 The student will name 4 recreational activities in his community, e.g. swimming, fishing, hunting, skating, football, baseball, basketball, etc.	Discuss available recreational activities. Include the places for these on the map made for IS28. Introduce students to these through field trips, when possible. Use descriptions of the places for "commercials" in the newspaper or news shows for IS33.
IP13.2 The student will name 1 recreational activity that he has been involved in outside of school.	

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PHYSICAL SKILLS
INTERMEDIATE LEVEL
HEALTH AND SAFETY

TERMINAL OBJECTIVE

The EMR student will identify and interpret environmental signs to his health and safety

Health and Safety

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Intermediate Physical - 14 - Follows safety procedures around dangerous objects.

IP14.1 The student can name 2 dangerous objects in traffic such as glass, rocks (if he is on a bicycle) unexpected items darting in front of him etc.	When actual potentially dangerous situations occur, point out danger and have students suggest solutions. Use pictures for other situations.
IP14.2 The student will explain to the satisfaction of the teacher, the danger of and safety procedures for at least 5 potentially dangerous objects or situations. e.g. electrical appliances, stairs, waxed floors, swinging doors, sharp objects, hot objects, etc.	Fearon: To Be a Good American - In Your Family

Intermediate Physical - 15 - Knows and understands pedestrian traffic rules, signs, and signals

IP15.1 The student will define the word pedestrain to the satisfaction of the teacher.	In presenting experiences for other objectives, take walking field trips. Discuss safe walking, signs, and signals before leaving; question at approach ot situation and reinforce appropriate safe procedures. Set up simulated situations in room or on playground. Students who do not observe a safety precaution sit down. Make sign flash cards with symbols, words, and description of meaning. Use for matching games.
IP15.2 The student will explain what Jay Walking is and why it is dangerous, to the satisfaction of the teacher.	

IP15.3 Shown pictures showing correct and incorrect procedures for walking along the side of the road, the student will pick out the correct procedures and explain why they are correct without error.

IP15.4 In a simulated situation, the student will demonstrate how to cross with a traffic light without error.

IP15.5 The student will identify crosswalk markings with 100% accuracy and explain their purpose and use to the teacher's satisfaction.

IP15.6 The student will read the signs: walk, don't walk, and wait and explain where they are found and what they mean to the teacher's satisfaction.

IP15.7 During a walk with the class off school grounds, the student will observe all pedestrain safety procedures applicable to the area.

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Intermediate Physical - 16 - Knows and understands bicycle safety practices

IP16.1 Shown an actual bicycle or a picture or diagram of one, the student will point out or name the following: type of brakes (hand or coaster (foot), seat (or saddle), chain, tires, and pedals.

IP16.2 The student will correctly answer 8 out of 10 teacher made true-flase questions concerning the following bicycle rules:1) Obey traffic rules as drivers of cars, 2) Keep at least 1 hand on handlebars, 3) Give arm signals, 4) Obey traffic signs (stop signs in particular), 5) Do not carry passengers, 6) Sit on seat only, 7) Ride on the right hand side of road, close to curb 8) Ride no more than 2 side by side (single file is best) 9) Never hitch rides from cars and trucks,10) When coming out of an alley, stop and give the right way to people on the sidewalk and cars on the street, 11) When riding after sundown, have a white light on the front and a red light on the back visible for 500 feet.

IP16.3 Shown pictures or actual examples of three potentially dangerous bicycle situations, the student will point out the danger and suggest a solution to the teacher's satisfaction.

During a class walk (or bike ride if possible), students point out potential dangers (weeds, glass, RR Crossing, busy intersection, etc.)
Make bicycle safety posters.
Invite Highway Patrolman to talk about bicycle safety.

Xerox: Second Step to Reading

Write for free or inexpensive materials to:
The Bicycle Institute of America Safety League
122 E. 42nd St., New York, N.Y. 10017
Florida Highway Patrol
Department of Highway Safety and Motor Vehicles
Tallahassee, Florida

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Intermediate Physical - 17 - Recognizes safety procedures in using household tools and appliances

IP17.1 The student will demonstrate and/or explain safe use of sharp instruments to the satisfaction of the teacher. e.g. Cut away from yourself, never run with something sharp, hand knives and scissors handle end first, keep sharp objects out of mouth, ears and nose, etc.	Bring in household appliances and demonstrate safe use. After discussions and demonstration have students write rules for safe use of tools and appliances. Reinforce safe use and punish breaking safety rules when tools and appliances are being used (e.g. student cannot use that tool again that day if he doesn't follow safety rules)
IP17.2 The student will explain or depict through pictures safe use of electrical appliances to the satisfaction of the teacher. e.g. unplug by the plug not cord, turn off before plugging or unplugging, turn off before leaving, always wind up cords carefully, don't use appliances with worn or frayed cords, etc.	
IP17.3 The student will explain safe use of lawn mowers to the satisfaction of the teacher.	

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Intermediate Physical - 18 - Develops caution in storing and using household medicines and poisons

IP18.1 The student will read, with help for unknown words, the name and directions on labels of medicine bottles, prescriptions and drugs to the teacher's satisfaction.	Bring in empty containers from medicines and poisons. Read and discuss labels. Explain what the cautions mean. Have students suggest good storage place.
IP18.2 The student will recognize potentially dangerous labels and demonstrate the correct use and storage of these items with 90% accuracy, including cleaners, disinfectants, lye, and pressurized combustible products.	
IP18.3 The student will state, to the teacher's satisfaction, the reason for not mixing household cleaning items.	

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Intermediate Physical - 19 - Knows the basic rules of fire and accident prevention at home.

IP19.1 The student will state, to the teacher's satisfaction, safety precautions in using gas for cooking or heating.	Discuss and demonstrate fire precautions and extinguishing. Students dramatize and illustrate these. Make up a play about a forest fire.
IP19.2 The student will state, to the teacher's satisfaction, 3 causes of fires and ways to prevent them.	Fearon, To Be A Good American: In Your Family National Safety Council: Teaching About Safety Vol 1-Fire

IP19.3 The student will demonstrate how to put out fire on the stove by smothering with a lid or using baking soda.	
IP19.4 The student will state one case in which water should not be used to extinguish fire.	
IP19.5 The student will state to the teacher's satisfaction, safe places to store toys and other personal possessions.	
IP19.6 The student will use a checklist or diagram, indicating dangerous areas in the home such as kitchen, workshop, and stairs and explain to the teacher's satisfaction why they are dangerous.	

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Intermediate Physical - 20 - Knows what to do in case of accident or emergency. (See ISp6, 10, 11, & 20)

IP20.1 When presented with one simulated emergency situation and one non-emergency situation the student will tell which is an emergency and which is not with no more than 1 error in 5 attempts.	Discussions, dramatizations. DLM: Reaction Cards Xerox: Second Step to Reading

IP20.2 In a role play situation, the student will handle a simulated emergency situation to the teacher's satisfaction, including (1) taking whatever action he can to partially alleviate the situation, (2) selecting and contacting the appropriate authority, (3) accurately and completely reporting the emergency, (4) remaining out of the way of the authority except as asked, (5) remaining calm. (See IP20).	
Intermediate Physical - 21 - Can employ simple first aid skills	
IP21.1 The student will provide first aid treatment for himself when he has a minor cut or burn, to the satisfaction of the teacher.	Have nurse show first aid for minor cuts and burns and for an unconscious person. Describe or show pictures of more serious cuts and burns which need professional help. When the student gets a very minor scratch or abrasion at school, let him take care of it himself with supervision from teacher or nurse.
IP21.2 In a simulated situation involving an unconscious person, the student will cover the person and seek appropriate help.	

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Intermediate Physical - 22 - Recognizes common communicable diseases

IP22.1 The student will state the meaning of contagious diseases to the teacher's satisfaction.	Have doctor or nurse visit class. Make posters showing how to prevent spread of communicable diseases.
IP22.2 The student will state 3 ways that a contagious disease can be transmitted and/or contracted. (e.g. breathed, eaten, taken in through wounds, or through physical contact)	
IP22.3 The student will name at least 4 communicable diseases and/or conditions such as: cold, mumps, meales, chicken pox, ring worm, hook worm, tape worm and pink eye.	
IP22.4 The student will state one characteristic of 4 communicable diseases or conditions.	
IP22.5 The student will name at least 3 precautionary measures to employ against communicable diseases. e.g. keeping hands and articles away from eyes, ears, nose, mouth, genital areas, and sores; using only clean eating drinking or toilet articles ; covering mouth and nose during a cough or sneeze; regular bathing; washing hands after toileting and before eating.	

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Intermediate Physical - 23 - Knows what to do when he doesn't feel well

IP23.1 When unable to cope with nausiousness, the student will go directly to the restroom or outside 90% of the time.	Use actual situations to reinforce appropriate behavior. Be sure to let students know that for nausiousness he does not have to wait for permission to leave the room but if possible he should call out that he's sick so someone can help him if he needs it.
IP23.2 The student will describe his illness stating where he hurts, and how long he has felt ill when asked by the person in charge.	

Intermediate Physical - 24 - Understands the value of medical and dental examinations and hospital services

IP24.1 The student will give 3 reasons why medical personnel such as doctors, nurses, surgeons, and dentist, are necessary, to the satisfaction of the teacher.	Combine with community helpers. Visit or have medical personnel visit classroom emphasizing prevention and early treatment of illnesses.
IP24.2 The student will state 2 reasons why medical and dental examinations are vital to his well being such as: prevention of further deterioration of teeth and physical illness; often less expensive and less painful treatment.	
IP24.3 The student will state that hospitals are for people who are unable to care for themselves at home or alone, to the satisfaction of the teacher.	

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Intermediate Physical - 25 - Knows the effects of good and poor nutrition

IP25.1 Using pictures, the student will show 2 effects of good and poor nutrition. e.g. sick and healthy children, healthy and decayed teeth, shinny and dull hair, strong and broken fingernails, etc.	See IS 3

Intermediate Physical - 26 - Knows the effects and value of rest, sleep, and exercise

IP26.1 The student will give at least 3 reasons to maintain sufficient rest and sleep to the teacher's satisfaction.	Make posters, bulletin board displays of health practices including need for rest. See also IS2
IP26.2 Following vigorous activities, the student will exhibit his recognition of the need for rest by willingly participating in a restful activity (listening to a story or record, soft conversation, or heads on desk if desired)	
IP26.3 The student will state at least 2 effects of sufficeint exercise and 2 effects of sufficient relaxation to the teacher's satisfaction.	
IP26.4 The student will state that 7-10 hours of sleep are recommended each night.	

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Intermediate Physical - 27 - Understands the relationship between fitness and performance

IP27.1 Shown 3 examples of students performing physical task well and performing poorly, the student will identify which student is physically fit and which is not with 100% accuracy.	Have High School athletic stars talk to class about physical fitness. Write to well known professional athletes.
IP27.2 The student will state 3 ways amateur and/or professional athletes keep physically fit.	

Intermediate Physical - 28 - Begins to understand the possible bad effects of tobacco, drugs and alcohol

IP28.1 Given a set of pictures of common tobacco, drugs and alcohol, the student will identify these with 90% accuracy.	Ask doctor or nurse to explain dangers of drug abuse and proper use of drugs. Find pictures advertising drugs and describe situations under which they should or should not be used. Read and discuss directions on drugs and warning on cigarettes.
IP28.2 The student will give two bad effects of the use of tobacco e.g. cancer, heart disorder, respiratory disorders, and bad breath.	Cook: Teaching Picture Sets: Facts About Drugs Xerox: Drugs
IP28.3 The student will give at least 2 bad effects of the use of alcohol e.g. dull senses, unconsciousness and may contribute to body disorders, social problems, etc.	

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IP28.4 Given an appropriate and an inappropriate use of drugs, the student will state which is an appropriate use with 100% accuracy.

IP28.5 The student will name three drugs (with either correct or slang names) commonly musused and state to the satisfaction of the teacher, the danger of each misuse.

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APPENDICES

APPENDIX A

SIGHT VOCABULARY

AND

FUNCTIONAL WORDS

Dolch 220 Basic Sight Vocabulary

a	see	saw	new	hold	draw
all	so	said	not	how	drink
am	the	she	of	just	eight
an	to	sit	open	keep	every
and	up	some	please	kind	hurt
are	we	stop	or	much	know
at	you	three	our	must	light
big	as	today	pull	now	myself
blue	away	two	read	off	never
call	be	was	saw	once	own
can	black	will	say	only	pick
come	brown	work	sing	round	right
do	by	yes	six	sleep	seven
down	came	yellow	soon	small	shall
funny	did	again	ten	take	show
go	eat	ate	upon	thank	their
good	fall	black	us	that	them
he	find	but	who	they	then
help	for	cold	why	this	there
here	get	cut	wish	too	these
I	going	fast	your	try	think
in	have	first	about	under	those
is	her	five	after	walk	together
it	him	fly	always	well	use
jump	his	flour	around	were	very
like	if	give	ask	white	want
little	into	goes	because	with	warm
look	laugh	going	been	tell	wash
make	let	got	before	any	went
me	live	green	best	better	what
out	may	had	buy	both	when
play	my	has	does	bring	where
pretty	no	hot	for	carry	which
ran	old	its	found	clean	would
red	on	long	full	could	write
ride	one	made	gave	done	
run	put	many	grow	don't	

Dolch Common Nouns

toy	hill	bear	game	water	milk
father	kitten	car	garden	way	money
house	letter	cat	hand	ball	paper
man	morning	children	head	bed	picture
mother	school	coat	home	boat	Santa Claus
apple	shoe	dog	horse	cake	seed
bird	street	door	name	chair	sister
box	thing	egg	night	Christmas	sun
boy	time	farm	party	corn	table
day	three	farmer	pig	fire	top
doll	wind	foot	rabbit	floor	watch
duck	baby	fish	rain	leg	wood
girl	back	flower	snow	men	

FUNCTIONAL WORDS

add
address
age

beware
beware of dog
birthdate

boy wanted
bus
check
circle
closed

cross
cross here
cup
danger
danger ahead
date of birth

deep water
divide

for sale
found
gentleman

glass
handle with care
hands off

health
height
help wanted
high voltage
in

keep off
keep off the grass
ladies
ladies only
ladies room
large

line
lost

phone
poison
post no bills
posted
push
rail road crossing
railroad
rest room
separate
sex
shake well before using
size
slow
small
stop
subtract
swim at your own risk
tablespoon
teaspoon

doctor
do not enter
do not open
do not touch
don't walk
drive at your own risk
down
dynamite
elevator
end
entrance
exit
explosive
fill in
fire escape
flammable
food

match
meat
medium
men
men wanted
next door
no fishing
no smoking
no trespassing
open
out
out of order
parent
pet

telephone
this side up
twist to open
underling
wait
walk
weight
wet paint

APPENDIX B

ACTIVITIES FOR MANY OBJECTIVES

MATCHING GAMES

Concentration - Played like the T.V. show. Arrange pairs of objects or pictures with matching qualities in a grid formation. The items should be obscured from view by covering them with milk cartons or turning items such as pictures or cards face down. Students reveals two items at a time. If he finds a matching pair, the items remain revealed and the student gets a point as well as another turn. If he does not find a matching pair, the items are again covered and replaced in their original positions. Game continues untill all items are revealed. Student with most points wins.

This can be played with any concept that lends itself to matching such as: letter sounds, rhyming words, addition facts that equal the same number, a numeral with its spelling, etc.

Go Fish - A deck of cards is made with pairs of items to be matched. The deck is delt with 5 cards to each player and remainder of deck placed in the center. Players in turn verbally request from each other a certain item that will match one held in their hands. If the opponant has the card requested he must give it and the player gets another turn. If he does not have it he says "Go Fish" and the player draws from the deck. If he draws a card that makes a pair he gets another turn. Play continues until one player "goes out". Winner can be either the one who goes out first or the one with the most pairs when one player goes out.

Old Maid - A deck of cards is made with pairs of items to be matched. One card is added that is the "Old Maid" card. All cards are delt. Players in turn draw a card from the hand of the player on the right. As pairs are match they are laid down. Game may be ended in 2 ways. Whoever holds the "Old Maid" card when the frist player "goes out" loses; or whoever holds the "Old Maid" card when the last player goes out.

Search - Make pairs of objects to be matched. Mix them up and put them in a box. Each student draws one object. On a signal from the teacher, students try to find the person who has his match.

Dominoes - Use index cards and make a picture domino set of items to be matched. Use a real domino set as a guide to determine how many cards should be made and how many of each item are needed for the game to function. All dominoes are placed face down. Each player chooses 7. A "double" is placed in the center. Players take turns matching a domino from their hands with one that is in an end position on the board. The first one "Out" wins.

READING - SPELLING ACTIVITIES

Word Hunt - Make a ditto of a blank grid. (Make several of different sizes.) Fill in spelling or reading words on the grid, crossword style. Fill in the rest of the grid with unrelated letters. Students are to find the words and circle them. To introduce Word Hunts, make a transparancy and let the class as a whole make one together. Continue this until students understand how they work.

Crossword Puzzle - Use the grid mentioned above and develop the puzzle in the same manner as the Word Hunt with the exception of leaving out the unrelated letters. Students then copy the configuration of blank squares necessary to accomodate their words. To introduce crossword puzzles, make a transparancy or write the words on the board with the class as a whole. Before asking students to make their own crossword puzzle, give them much experience in filling in ones that are teacher - made.

Modified Scrabble - (2 - 4 players) Place scrabble tiles face down. (Cards with letters on them can be used) Each player draws 7 tiles. In turn players try to make words from their own hands. If a player can make a word he lays it down in front of him. If he needs one letter to make his word, he may take only one from any of the words that have already been put down. After a word has been put down, a player draws the number of tiles he used to make his word. If a player can not make a word he misses his turn. If he wishes, he may trade in any or all of his letters. (The teacher may want to eliminate the seldom used letters.) The first player to make 3 words wins.

Spelling Dictionary - Give each students a soft covered notebook that will hold twenty-six pieces of 3-hole punched paper. Provide lines for students to write their words on. Instruct them to write a letter of the alphabet at the top of each page. As they get new spelling words, have students write them in the dictionary on the appropriate page. Encourage students to use this as their own spelling reference.

Fast Thinking Exercise

Present student with a task to perform and set a brief time limit. For Example:

1. How many times can you write your name in 30 seconds.
2. Given a ditto with rows and collumns of numbers. How many pairs of numbers can you circle that add up to 10? How many even number can you find? (in 15 sec.)

The teacher uses a stop watch. A recorder tallies the points for each student. Award prizes for winners. (First place winner does not have to get a prize every time. Announce ahead of time that prizes will go to 2nd and 4th place winners today)

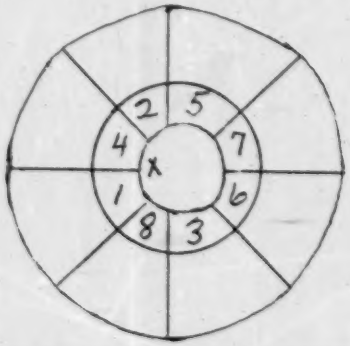
ARITHMETIC SQUARES

Add (or multiply) corresponding squares to fill in all squares.

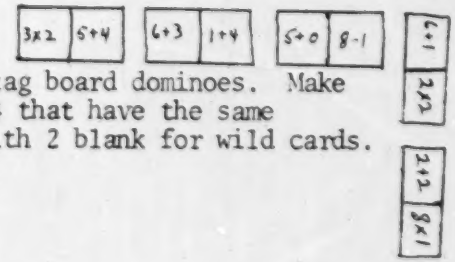
+	2	6	5	4	1
7					
3					
8					

ARITHMETIC CIRCLES

Teacher fills in center numbers. Students multiply (or add or subtract) to fill in outer spaces.



DOMINOES



Make 26 tag board dominoes. Make sets of 4 that have the same answer with 2 blank for wild cards.

ARITHMETIC CODES

a = 1 b = 4 c = 7 d = 2

a	c	cd	ab
x b	x d	x d	x cd

or

a = 1 b = 2 c = 3 . . . . y = 25 z = 26

5	6	7	8	7
+ 3	- 1	+ 5	+ 4	+ 8
8	5	12	12	15
H	E	L	L	O

APPENDIX C
ADDRESSES OF COMPANIES

American Guidance Service (AGS)
Publishers Building
Circle Pines, Minnesota 55014

Ann Arbor Publishers, Inc.
P.O. Box 388
Worthington, Ohio 43085

Barnell - Loft, Ltd
111 South Center Avenue
Rockville Center
Long Island, New York

Charles E. Merrill Publishers Co.
1300 Alum Creek Drive
Columbus,Ohio 43216

Continental Press
127 Cain Street North West
Atlanta, Ga. 30303

Teaching Picture Sets from David C. Cook
Pulbishing Company Available from:
Systems for Learning, Inc.
621 Mac Arthur Drive
Orlando, Florida 32809

Developmental Learning Materials (DLM)
7440 Natchez Ave.
Niles, Illinois 60648

Educational Teaching Aids Division (ETA)
A. Daegger and Company
159 W. Kinzie St.
Chicago, Illinois 60610

Fearon Publishers
2165 Park Boulevard
Palo Alto, Calif. 94306

Field Education Publications, Inc.
609 Mission St.
San Francisco, Calif. 94105

Finney Company
3350 Gorham Ave.
Minneapolis, Minnesoto 55426

Florida Department of Agriculture and Consumer Services
Tallahassee, Florida

Follett
1010 W. Washington Blvd.
Chicago, Illinois

FR Frank E. Richards Publishing Center, Inc.
Phoenix, New York 13135

Hayes (See Hubbard)

Hubbard
P.O. Box 105
Northbrook, Illinois

Ideal School Supply Copany
11000 South Lavergne Ave.
Oak Laron, Illinois 60453

Imperial Film Company
Educational Development Corp.
202 Lake Miriam Drive
Lakeland, Florida 33803

Lewis S. Maxwell, Publisher
6230 Travis Blvd.
Tampa, Florida 33610

Mayfex
2328 Tueensview Road
Bermingham, Alabama 35226

Milton Bradley (MB)
Springfield Massachuttes

National Safety Council
425 N. Michigan Ave.
Chicago, Illinois 60611
(A resource unit on Fire Safety presently avaliable for $11.00, other units to be available in future)

QED Productions
P.O. Box 1608
Burbank, Calif. 91507

Scholastic Book Services
904 Sylvon Ave.
Englewood Cliffs, N. J. 07632

Science Research Associates, Inc. (SRA)
259 East Erie Street
Chicago, Illinois 60611

Steck - Vaughn Company
Austin, Texas

Singer Education and Training Products (SVE)
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Trend House
P.O. Box 2350
Tampa, Florida 33601

United States Department of Agriculture
Superintendent of Documents U.S. Government Printing Office
Washington, D.C. 20402 (Farmers Bulletin # 1972)

Walt Disney Educational Materials Co.
800 Sonora Ave.
Glendale, Calif . 91201

Xerox Education Publications
Education Center
Columbus, Ohio 43216

APPENDIX D

SOURCES FOR ADDITIONAL ACTIVITIES

Cratty, Bryant J. Learning and Playing: Fifty Vigorous Activities for the Atypical Child.
Freeport, New York: Educational Activities, Inc.

Crescimbeni, Joseph. Arthmetic Enrichment Activities for Elementary School Children
West Nyack, New York: Parker Publishing Co., 1965.

Education Achievement Corporation (Waco, Texas) - The Approach to Career Education 3-5 Series.
Materials and Lesson Plans in the Facilities
Guide cover many objectives, basic skills and social as well as vocational

Hall, Nancy A. Rescue: A Handbook of Remedial Reading Techniques for the Classroom Teacher,
Stevensville, Mich.: Educational Service, Inc. 1969

Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities.
Arlinton, Va.: The Council for Exceptional Children, 1968

Taylor, Frank D. et al. Exploring Our Environment: Science Tasks. Denver, Colorado: Love Publishing Co., 1973

Taylor, Frank D et al. Individualized Arithmetic Instruction. Denver, Colorado: Love Publishing Company, 1970

Taylor, Frank D. et al Individualized Reading Instruction: Games and Activities. Denver, Colorado: Love Publishing Co., 1972

Taylor, Frank D. et al Motivating Reluctant Learners.
Denver, Colorado: Love Publishing Company, 1974

Wallace, Gerald and Kauffman, James. Teaching Children with Learning Problems. Columbus, Ohio:
Charles E. Merrill, 1973.

Wedemeyer, Avaril and Cejka, Joyce
Creative Ideas for Teaching Exceptional Children.
Denver, Colorado: Love Publishing.

Xerox Education Publications (Education Center, Columbus, Ohio 43216) The Electric Company Guide
for many areas of the curriculum.

JOURNALS

The Pointer, published by New Reader's Press,
1112 1/2 E. Fayette St.
Box 131
Syracuse, New York 13210

Teaching Exceptional Children, published by The Council for Exceptional Children,
1411 S. Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

APPENDIX E

GLORRARY OF TERMS USED IN READING SECTION

Blends: Two or more consonants blended together without losing the sound of each letter.
Blends at the beginning of words

bl	sk	tr
br	sl	thr
cl	sm	tw
cr	sn	
dl	sp	
dr		
fl	st	
fr	sw	
gl	spl	
gr	spr	
pl	str	
pr		
sc		
scr		

Blends at end of word

ld	rd	sk
lp	rm	sp
nd	rt	st
nt		

Diagraphs: Two letters which when joined produce one speech sound. Consonant diagraphs found at beginning of words

ch (chorus)	th (as in thing)
ch (church)	th (as in the)
ph (phone)	wh (where)
sh (shoe)	

Consonant diagraphs at end of words
ck (check)
gh (laugh)
ng (sing)
nk (ink)
ph (Ralph)

Other consonant combinations are sometimes considered diagraphs, sometimes considered sounded consonants preceeded or followed by a silent letter or letters bt (doubt), dge (bridge), ght (sight), gn (gnaw), gn (sign), mb (comb), tch (watch), wr (write)

Vowel Diagraphs: au (auto), ai (gait)*, aw (saw), ay (day)*, ea (neat)*, ee (bee),*, ew (new), oa (boat)*, oe (shoe), oo (food), oo (boot), ow (show), ue (true)*,
*Sometimes taught as a long vowel followed by silent vowel.

Dipthongs: Two vowels blended such that each vowel contributes to a compound sound
oi (oil), ou (house), ow (now), oy (boy),
(ew sometimes considered a diphthong)

Independent reading level: Reading level at which student recognizes 95-99% of words and comprehends 90% or more of what is read. This is the students "free reading" level.

Instructional reading level: The level at which the student should be instructed; the level at which he recognizes 90-90% of the words and comprehends 75-80% of the material.